

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 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	Marlfields Primary Academy
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	55 (30%) EYPP 2 (1%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	23.10.24
Date on which it will be reviewed	Sept 25
Statement authorised by	Local Advisory Board
Pupil premium lead	Mrs A Rourke/Mrs L Jukes
Governor / Trustee lead	Mrs M Gartside

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,490
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	£75,490

Part A: Pupil premium strategy plan

Statement of intent

Marfields Primary Academy offers a positive, inclusive, safe learning environment for its learners, in which everyone has equal and individual recognition and respect. Directors, governors and staff are committed to promoting an aspirational culture and ethos for attainment and success for all disadvantaged pupils and take shared responsibility for using the premium to enable them to reach their potential. We have 5 key principles as part of our strategy plan:

1. Leadership
2. Quality First Teaching
3. Aspirational Mindset
4. Attendance and behaviour
5. Cultural capital

Through these principles and by undertaking the approach of 'profile, predict and prevent' in our Triple A Strategy, Marfields aims to achieve the following for all DA pupils.



By doing so we believe we will have an impact on pupils:

- self-esteem and confidence
- progress and achievement
- attitude towards learning and attendance
- well-being and mental health
- access to their full curriculum entitlement

Quality First Teaching

Our Leaders believe this is the key to the success of the vast majority of our pupils.

- The high expectations of our staff, strong knowledge of educational pedagogy and the national curriculum content ensure lessons will move swiftly using AfL precisely to

respond to needs.

- Our classrooms promote an honest, open and independent approach to learning where misconceptions are used wisely to embed and deepen learning.
- Pace is ambitious, weaving in time to practice, embed and deepen knowledge.
- Reasonable adjustments are made to ensure all learners meet at least age related expectation and intervention is both swift, purposeful and specific to ensure those who are working below expected levels can achieve.
- Formative and summative assessment is used effectively to identify the gains pupils have made and our staff respond appropriately.
- The deployment of resources such as staff is flexible and reflective to need.

Aspirational Mindset

- We will promote a no excuses culture across all our schools where barriers are quickly challenged and the collaborative working of the MAT is used to tackle them with rigour and speed.
- Target setting will avoid all stereotyping and will ensure that opportunities are provided for our most disadvantaged to achieve their full potential.

Attendance and Behaviour

- Our schools provide clear behaviour and attendance policies which are applied with consistency by all.
- Strong CPD support leaders to monitor, tackle and rectify any issues relating to behaviour, SEMH and poor attendance.
- Intervention will be rapid, personalised and supportive, also extending into the home if appropriate.

Cultural Capital

- Our schools recognise the need to enhance the breadth and range of 'life' experiences for many of our most disadvantaged.
- We will do this by ensuring all attend clubs, have access to all trips, are encouraged to learn how to play a musical instrument, are provided with access to high quality and wide range of reading materials and have time to learn and use a wide range of subject specific and creative vocabulary.

Challenges

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

Challenge number	Detail of challenge
1	Summer 2024 attainment data for KS1 and KS2 indicates 77% of our disadvantaged pupils are working below ARE in writing, 70% working below ARE in Maths and 58% working below ARE in

	Reading. Of the 7 pupils who did not pass the phonics screen 4 (57%) are disadvantaged. Reasons for this may include: lack of CPD for staff, consistent quality first teaching across the school, limited focus in relation to specific needs, lack of engagement and support for parents/ carers to ensure they have the understanding of how to support their child's learning at home.
2	The percentage of pupils entering Reception is significantly lower in the area of Listening and Attention with 100% of disadvantaged below ARE in this area. Reasons for this include lack of exposure and modelling of expectations.
3	0% of PP pupils are working above age related expectations within reading, writing and maths. However, there is potential for them to be accessing learning opportunities at a deeper level. Reasons for this may include: a lack of pupil resilience & motivation, aspirational targeting of identified pupils, expertise of the staff, parents'/carers' limited understanding of how to support their child with higher-level thinking and skills in core areas of the curriculum, parental engagement rates and time constraints due to working parents.
4	25% of our PP Pupils have SEND needs. These may include cognition and learning needs, communication and interaction difficulties or SEMH difficulties. Progress of these pupils is not in line with their non-SEND/non-DA peers and they may experience barriers such as parental engagement or understanding of the SEND need, access to external agency support, lower stamina and self-regulation which reduces ability to engage with extended school days i.e clubs. Precision of current assessment systems do not always reflect accurate progress of SEND/ non-DA SEND pupils.
5	31% of our PP pupils are persistently absent. There are often barriers preventing some of our disadvantaged learners reaching the high levels of attendance we expect. This is due to a range of issues which may include care and carer support, self-regulation and emotional needs, ill health and financial pressures for family holidays. The school also lacks an education welfare officer and services to support with the implementation of its attendance policy and graduated response.
6	Demand for SEMH support is increasing in our disadvantaged pupil cohort. A range of internal information, behaviour records and data analysis tells us that our disadvantaged learners are on average less likely to show a positive attitude to learning and/or reach our high standards for behaviour. This can be for reasons including lack of positive role modelling outside of school, under development of social and emotional literacy skills as well as attachment issues.
7	The wider curriculum could be developed further by extending the experiences on offer to pupils. Engagement in the wider curriculum is impacted upon by a lack of parental engagement, aspiration and affordability. For reasons such as lack of finances to support the wider curriculum, reduced learning skills themselves and lack of role models.

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 levels of independence, resilience and self-regulation amongst our DA pupils	Observations and pupil voice activities indicate our DA pupils operate with confidence, independence, motivation and purpose within all lessons.
Improved oral language skills and vocabulary amongst disadvantaged pupils.	Assessments and observations indicate significantly improved oracy skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence,

	including engagement with their peers and ongoing formative assessment.
Improved attainment amongst disadvantaged pupils across KS1 and KS2	R, W and M outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard. 5% of DA pupils will be working above ARE by July 2025.
Increased percentage of PP pupils working above ARE.	100% of Reception DA pupils will meet ARE in the area of Listening & Attention.
Pupils with SEND consistently build on prior learning and make sustained progress.	75% of DA pupils will pass the Y2 phonics retake in June 2025.
	The progress of DA pupils with SEND is consistent and sustained. Standardised tests including Salford, YARC and BPVS will indicate higher levels of attainment in reading comprehension and use of language/vocabulary.
To achieve and sustain improved wellbeing support for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, parent voice/feedback • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and all non-disadvantaged pupils being below 1% • the percentage of all disadvantaged pupils who are persistently absent is in line with national expectations.
To ensure all disadvantaged pupils have access to a full and wide-ranging curriculum entitlement	The wider curriculum offer has been extended to include: clubs, music lessons, leadership roles, swimming lessons, forest school and visitors & visits/residentials. 100% of DA pupils engage in this offer.
	100% pupil feedback indicates pupils have the resources and support to complete home learning activities.
Parents of DA pupils engage with our school and know how to support their child/ren at home.	Increased amount of parents engage with support offered by the academy.
	Parental views of DA pupils show increased % know how to support their child/ren with their learning at home including pupils with potential

	<p>to work at a deepening level.</p> <p>Increased % of PP pupils access home learning activities.</p> <p>DA pupils access tailored additional support prompts at home at an appropriate age and stage, with parental support, leading to increased attainment outcomes including those targeted to work at a deepening level.</p>
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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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement recent CPD on:</p> <ul style="list-style-type: none"> • mastery learning, deepening opportunities & retrieval practice • effective facilitation of learning • scaffolding, • feedback and marking <p>...into practice to improve pupil outcomes.</p>	<p>EEF - The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. This method is particularly effective with primary age pupils. Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF-Special Educational Needs in Mainstream Schools— Recommendations (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF - Providing feedback is a well-evidenced and has a high impact on learning outcomes + 7 months. Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>EEF - Improving Literacy and Mathematics in Early Years, KS1 & KS2 guidance reports cite the importance of: accurate assessment for learning, building on pupils' prior knowledge and providing appropriate support/scaffolding when facilitating learning Guidance reports EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4&6</p>
<p>Implement the graduated response (SEMH phase) to improve teaching and learning and the provision for SEN and lower attaining pupils.</p> <p>Source SEMH support via SWANS mental health and well-being service.</p>	<p>EEF- An inclusive school removes barriers to learning and participation, provides education that is appropriate to pupils' needs and promotes high standards and the fulfilment of potential for all pupils.</p> <p>The research states that schools should aim to understand pupils' individual needs using the graduated approach of the 'assess, plan, do, review' approach. EEF recommend teachers develop a repertoire of these strategies they can use flexible in response to the needs of all pupils including: flexible groups, cognitive & metacognition strategies, explicit instruction, using technology to support pupils with SEND; and scaffolding.</p>	<p>1,2,4&6</p>

Targeted academic support

Budgeted cost: £55,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase the amount of high-quality facilitation of learning for PP pupils through: a mastery approach, mentoring conferences/markings and effective scaffolding.</p> <p>Support pupils to develop their metacognition & self-regulation skills, independence, resilience and develop a positive approach to their own learning through using a range of strategies (including Targeted Support Plans)</p>	<p>EEF research – TAs delivering targeted interventions in 1:1 or small group settings shows a consistent impact on attainment of approx. 3 to 4 additional months' progress.</p> <p>EEF - The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. This method is particularly effective with primary age pupils. Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF - Providing feedback is a well-evidenced and has a high impact on learning outcomes + 7 months. Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>EEF- There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2, 3 & 6</p>
<p>Employ SEND specialist practitioners to deliver bespoke small group and 1:1 teaching in identified areas including S&L, Cognition and Learning</p>	<p>EEF – interventions should be carefully targeted through identification and assessment. Interventions should be applied using the principles of effective implementation - EEF Implementation Guidance Report 2019.pdf</p> <p>EEF- There is consistent evidence that using 1:1 and</p>	<p>4&6</p>

and SEMH needs.	<p>small group tutoring involving structured intervention supports children struggling with aspects of literacy.</p> <p>Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>KS2 Literacy Guidance 2017.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
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Wider strategies

Budgeted cost: £7,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ an EWO and additional admin support to complete family based work with targeted families. Hold clinics increase scrutiny of attendance and agree actions to overcome barriers to attendance, e.g attendance at breakfast club.</p>	<p>Internal evidence gathered from all 6 schools within the CFLP indicates this is an effective mechanism of closing attendance gaps between our PP and NPP pupils. See Pupil Premium strategy plan reviews on each school website.</p> <p>The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1-7 (all)
<p>Increase access to SEMH support for all pupils</p>	<p>EEF Toolkit Behaviour Interventions and SEL indicates +4 months additional academic progress over a year</p> <p>Purchase hours from outreach teams to aid staff development and support around SEND provision to reduce SEMH implications towards attainment.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3, 4 & 6

<p>Deploy funding appropriately to ensure all DA pupils engage in the wider curriculum learning offer broadening experiences and increasing engagement and access to learning.</p>	<p>Uptake in clubs, visits and musical tuition is increased by targeted provision for DA families. Cost does impact directly on this outcome. % of DA engagement is lower where activities have a related cost.</p> <p>Aspiration approaches are diverse and may focus on parents and families, teaching practice or out-of-school interventions or extra-curricular activities involving peers or mentors. When implementing aspiration interventions, schools might consider including:</p> <ul style="list-style-type: none"> • Guidance on the knowledge, skills, and characteristics required to achieve future goals. • Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy. • Opportunities for pupils to encounter new experiences and settings. • Additional academic support. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>7</p>
<p>Support parents with their child’s learning in their preferred way/ media:</p> <ul style="list-style-type: none"> • face to face workshops • written/recorded examples/sessions • ‘Evidence Me’ • online support • website resources – specific to the 4 areas of SEND • signposting to agencies • active learning sessions with their child • personalised support for SEND pupils and pupils with potential to be working at greater depth. • Continue to provide required resources for PP pupils to fully access home learning bespoke to their needs. 	<p>EEF states that: Evidence suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.</p> <p>EEF suggest schools consider what support schools can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources, providing flexible communications (e.g. short sessions at flexible times). Parental engagement has a positive impact on average of 4 months’ additional progress. Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>EEF – research explicitly states that when supporting pupils with SEND input from parents should be sought as well as the pupil themselves and specialist professionals in order to achieve best possible outcomes.</p> <p>EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1 – 7 (all)</p>

Review and refine.		
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Total budgeted cost: £12,000 + £55,800 + £7,690 = £75,490

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.

No previous impact statements available.

First impact review of this 3 year plan is planned for January 2025. This will be published on the website.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider