Children First Learning Partnership

INSPIRING EXCELLENCE TOGETHER

Marlfields Primary School

Pupil Premium Strategy

2025-2028

Pupil premium strategy statement

Before completing this template, you should read the guidance on using pupil premium.

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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 School
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	64 PP = 37% 7 EYPP = 4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	Sept 2026
Date on which it will be reviewed	Every term
Statement authorised by	Local Advisory Board
Pupil premium lead	Mrs C Sleath/ Mrs B Gosling
Governor / Trustee lead	Mrs Z Griffiths

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,500-PP £5380 Post LAC £2622 EYPP
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Service Premium (£360 per pupil)	£360
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	£102,912

Part A: Pupil premium strategy plan

Statement of intent

ETHOS STATEMENT

Marlfields Primary School offers a positive, inclusive, safe learning environment for its learners, in which everyone has equal and individual recognition and respect. We celebrate difference and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and confidence amongst the children. Everyone within the school has an important role to play in sharing responsibility for the development of positive attitudes to learning and excellent behaviour.

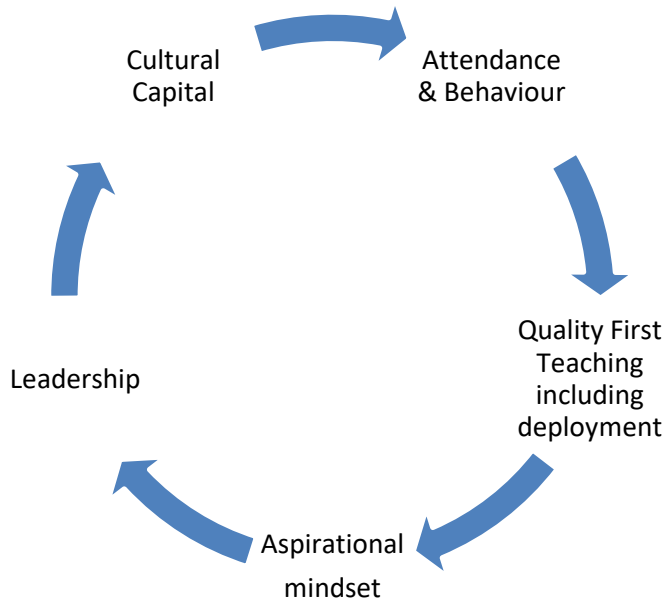
AIMS

We have high aspirations and ambitions for our children and we believe that every child can achieve. By undertaking the approach of' profile, predict and prevent' in our Triple A Strategy, Marlfields Primary 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*

KEY PRINCIPLES TO ACHIEVE SUCCESS:



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	A significant proportion of disadvantaged pupils are persistently absent. The main barriers to regular attendance include financial pressures leading to extended family holidays during term time, low aspiration, and the additional challenges associated with some pupils' special educational needs and disabilities (SEND), which can impact their ability to attend school consistently.
2	Not all disadvantaged pupils achieve a Good Level of Development (GLD) by the end of the EYFS. Contributing factors include PSED, language and communication delays. Pupils who join Reception without attending our school nursery often have lower starting points.
3	A significant proportion of the pupils, particularly in KS2 working below age-related expectations, particularly in writing and mathematics are disadvantaged. The gaps in their knowledge, skills and understanding are due to varying factors, some include: life experiences, lack of consistent and sequential quality first teaching (legacy & mobility), fewer positive role models and lower levels of parental support. This alongside higher proportions of SEND pupils being in KS 2 provides us with a complex context in which to work.
4	A significant proportion of our disadvantaged pupils have a SEND in the areas such as SEMH difficulties, communication and interaction or cognition and learning. Pupils may face a range of barriers to learning, including difficulties linked to their cognition and learning needs, lower levels of parental engagement or understanding of their child's needs, delays in accessing appropriate external agency support, and challenges with concentration, resilience and self-regulation.
5	Engagement in the wider curriculum and enrichment offer is impacted by a lack of parental engagement, aspiration and affordability. For reasons such as lack of finances to support the wider curriculum, lack of role models.

6	A proportion of our disadvantaged pupils have experienced a range of challenges, including instability, trauma, or disrupted attachments, which can impact their emotional wellbeing, behaviour, engagement with learning, and academic progress.

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
1. To continue to improve attendance for our disadvantaged pupils, particularly our disadvantaged SEND pupils.	The PA gap between disadvantaged and non-disadvantaged pupils will be reduced further particularly for those disadvantaged pupils that also have a SEND.
2. Disadvantaged pupils joining Nursery and Reception below ARE make accelerated progress from their relevant starting points.	DA pupils working below ARE are identified early. Personalised provision is provided with typicality to support accelerated progress. Progress of Nursery and Reception DA pupils is above that of their non-DA peers.
3. Improved attainment in Writing and Maths amongst disadvantaged pupils across Key Stages 1 and 2	Pupils working below ARE are identified early teaching is adapted to meet need. Progress and attainment data is tracked accurately, with precision and reviewed frequently. Progress from the starting points of our DA pupils in writing and maths is typically above that of our non-DA pupils.
4. Disadvantaged pupils with SEND consistently build on prior learning and make sustained progress.	The progress of DA pupils with SEND is consistent and sustained. PLPs and standardised tests including Welcom, Salford, Sandwell, and BPVSwill demonstrate gains made from pupils' relevant starting points.
5. To ensure all disadvantaged pupils have access to a full and wide-ranging curriculum and enrichment offer.	Data indicates our disadvantaged pupils access our wide-ranging curriculum and enrichment offer (see Enrichment Offer on website). Team around the Disadvantaged Child meetings (TADAC) meetings demonstrate positive impact in relevant areas. Pupil feedback indicates pupils have the resources and support to complete home learning activities.
6. Staff are well-equipped to identify pupils whose barriers to learning include those linked to emotional wellbeing: low self-esteem, resilience, self-regulation and independence.	Observations and pupil voice activities indicate our DA pupils operate with increased confidence, independence, motivation and purpose within lessons.

	An increase in Healthy Body & Mind scores on the Triple A Strategy. Pre and post intervention assessments demonstrate positive impact e.g. SDQ.

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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement the revised SEND graduated responses and associated training matrices including the purchasing of additional diagnostic tools and high-quality accredited intervention programmes. Provide relevant training for staff in line with training matrix audit.	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 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. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. EEF-Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net) EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	4
Implement CPD for new staff on:	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	2,3,4

• Slow-release model teaching – I do, we do, you do' approach • mastery learning, deepening opportunities, AFL and retrieval practice • scaffolding • effective facilitation • effective metacognitive approaches • effective marking and feedback	effective with primary age pupils. Mastery learning | EEF (educationendowmentfoundation.org.uk) EEF - Providing feedback is a well-evidenced and has a high impact on **learning outcomes + 7 months.** Feedback | EEF (educationendowmentfoundation.org.uk) 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) Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well Metacognition and Self-regulated Learning | EEF (educationendowmentfoundation.org.uk)	
Implement CPD for all staff on foundational knowledge and transcriptional skills which includes motor screening programme CPD in EYFS. *(Including policy and resources in identified areas – CPAR, Calculation policy, Flow of Writing within policy)*	Strong foundations in the first years of school - GOV.UK The writing framework	2,3,4
Provide CPD for EYFS staff on the new graduated response for effective practice and provision to ensure accurate assessment, earlier intervention and increased rates of progress for DA pupils in EYFS.	Getting it right for disadvantaged children – getting it right… | EEF	2,3,4

Targeted academic support

Budgeted cost: £85,889

Activity	Evidence that supports this approach	Challenge number(s) addressed

Purchase resources to support the effective implementation of the motor skills programme for EYFS pupils and for those working below in other year groups.	Strong foundations in the first years of school - GOV.UK Getting it right for disadvantaged children – getting it right… | EEF	2,3,4
Research and purchase handwriting and spelling programmes of study and resources including relevant interventions e.g. CFLP handwriting progression document	The writing framework Fluent transcription skills as the foundations for writing | EEF	2,3,4
Continue to set and monitor ambitious, personalised targets for Disadvantaged (DA) pupils through the Triple A strategy and TADAC meetings to drive uplift, aspiration, and holistic development.	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: • 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. Aspiration interventions | EEF (educationendowmentfoundation.org.uk)	All
Employ teaching assistants to deliver high quality 1:1 and small group support in response to need: • physical development/motor skills • transcriptional skills, writing, spelling • mathematical specific resources • foundational knowledge • phonics/reading • SEND specific targets	E 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**.	2,3,4
Employ outside specialist agencies to ensure early identification and advise effective strategies to support the progress of disadvantaged pupils	EEF's guidance report on Special Educational Needs in Mainstream Schools aims to support schools in evaluating and developing their provision, using the evidence base as a starting point to inform practice. Knowing our pupils is an	2.3, 4

including those who are also SEND.	important thread within the evidence on improving behaviour, but also in supporting pupils with SEND EEF Blog: Five evidence-based strategies to support… | EEF (educationendowmentfoundation.org.uk)	

Wider strategies

Budgeted cost: £13,023

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement new attendance policy based on new DfE guidance and attendance data analysis tools. Continue to employ an Attendance Officer to support valuable family-based work with targeted families in conjunction with school leaders including support plans, clinics and increased data analysis.	Internal evidence indicates this is an effective mechanism of improving attendance for our most disadvantaged children. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance - GOV.UK	1
Continue to utilise MHST and and implement ELSA to provide additional in-house mental health & social, emotional and well-being support for pupils and their families. Ensure pupils' basic needs—safety, nutrition, and emotional security—are met, alongside timely specialist support for those affected by trauma and ACEs, in line with assessed needs and professional guidance.	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. Social and emotional learning | EEF (educationendowmentfoundation.org.uk) The Education Endowment Foundation (EEF) offers several guidance reports that support effective provision for children affected by Adverse Childhood Experiences (ACEs). These reports focus on creating inclusive, emotionally supportive environments and evidence-based strategies that align with trauma-informed practice.	6

	Maslow's Hierarchy of Needs: 	
Continue to deploy funding appropriate to ensure all DA pupils engage in the wider curriculum and enrichment offer broadening experiences and engagement in learning.	Uptake in clubs, forest school, careers experiences, visits and musical tuition is increased by targeted provision for DA families. Cost does impact directly on this outcome. Percentage of DA engagement is lower where activities have a related cost. 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: • 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	5

Total budgeted cost: £4000 + £85,889 +£13,023 = £102,912

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 2025 to 2026 academic year.

SENDCo knowledge, skills and confidence increased enabling effective support and development of send provision across the school. The learning needs and barriers of PP pupils with send are known by teachers across the school and this is aiding their progress. The main areas of development of SEND provision include development of targeted PLPs, increased confidence of staff to provide bespoke learning opportunities and also the increased speed and number of EHCP applications being made.

As a result of addition support and a rapid catch up programme in Year 2 3 of the 4 pupils requiring phonics retakes passed.

Attendance and PA figures indicate the gap continues to close between disadvantaged and non disadvantaged pupils cross our school. This is due to the increased knowledge and skills of clerical staff and senior leaders- who tackle absence early both robustly and supportively. With the support of the school attendance officer escalation, the involvement of external agencies and the provision of bespoke support packages are all done much earlier.

The wider programme of CPD for teaching staff and TAs has had a positive impact on the quality and consistency of teaching across the curriculum including small group work & interventions. Observations and pupils' work/learning demonstrate that staff incorporate increasingly effective scaffolding, retrieval practice, feedback and assessment for learning into everyday teaching. This has improved pupil progress and outcomes, including for disadvantaged pupils, with pupils demonstrating greater confidence, independence and ability to build upon prior learning. Although there is more to do, Reading, Writing, Maths graduated responses show positive impact in terms of DA pupil progress and attainment.

The identified **National College CPD,** has successfully upskilled leaders and staff in strengthening provision for disadvantaged (DA) pupils. Staff report that the training has helped them to view curriculum provision, planning and classroom practice through the eyes of disadvantaged pupils, enabling them to identify and address potential barriers to learning more effectively. This has supported improved engagement of DA pupils in lessons and strengthened the focus on ambitious target setting in pupil progress meetings.

Attainment in reading, writing and maths is improving across our school, this includes for our most disadvantaged pupils. However this is still not consistently typical and our continued efforts to close gaps, in all 3 areas will continue, especially in KS 2.

MHST provision had a particularly positive impact for identified DA Year 6 pupils to support their wellbeing as they prepared for the transition to high school and identified pupils with social worker involvement.

We now have an **ELSA** trained member of staff and an identified space to lead our sessions in. This will increase our capacity and speed to offer support to pupils who are identified as requiring it in the coming academic year.

Funding has been utilised to ensure pupils who are unable to afford the costs can experience visits, visitors, the residential etc included in the school's wider curriculum offer. Increased numbers of DA pupils have accessed the wider curriculum offer including clubs, music lessons, forest school, leadership roles, careers curriculum from the beginning of this academic year – this is as a result of careful target setting in these areas of the Triple A strategy in TADAC meetings.

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