

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Marshfield CE VC Primary School
Number of pupils in school	125
Proportion (%) of pupil premium eligible pupils	9.6% (12 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Jessica Bolt (Head)
Pupil premium lead	Phillippa Tilley
Governor / Trustee lead	Linda Lamb Rosalind Snow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including Service pupil premium funding)	£13,280
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,280

Part A: Pupil premium strategy plan

Statement of intent

At Marshfield Primary School, we are striving for a culture of excellence for all and in doing so, it is essential that we proactively address the disadvantage gap; breaking the link between family income and educational achievement.

We aim for a school culture which promotes high expectations, challenge, intrinsic motivation, resilience and active participation in learning from all pupils, irrespective of their social background.

Through high quality inclusive teaching, we aim to overcome any barriers to achievement (including possible disadvantage factors) to provide a learning environment which is purposeful, consistent and allows all pupils to reach their full potential.

Our school is adopting approaches to teaching and learning which will allow all pupils to retain, recall and apply the knowledge and skills they have learned. This will include opportunities to increase the cultural capital experiences for all pupils, across the curriculum, in order to contextualise their learning.

We also aim for all our pupils to live healthy lives as productive citizens by developing their emotional literacy, personal drive, values and aspirations as well as having empathy towards others.

To make the best use of our pupil premium funding we will make robust, diagnostic assessments of the needs of our pupils, the challenges they face and carefully consider the root causes of these in order to implement an effective strategy to address the disadvantage gap.

We will use a wealth of evidence from research alongside the professional expertise of the staff at our school as well as our school's specific context to drive maximum impact from the pupil premium.

Our diagnostic assessments, using qualitative and quantitative data from assessments, observations and discussions, will help identify the specific areas where intervention and support will improve each pupil's academic progress. We will also draw on data to develop an understanding of any non-academic challenges that our pupils are facing which negatively affect their attainment and engagement with learning.

Challenges

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

Challenge number	Detail of challenge
1	Our observations and analysis of data shows that some disadvantaged pupils at our school have poor attendance , with periods of missed-learning throughout the school week. One third of our disadvantaged pupils have attendance below 90% and half of those pupils' attendance is below 80%. Frequent periods of missed learning directly impacts pupils' progress and achievement and widens the attainment gap further.
2	Our observations, discussions and analysis of data show that a large proportion of our disadvantaged pupils show low levels of 'involvement' in school. For these pupils, activities are frequently interrupted; they may be engaged in an activity for some time but there are observed moments of non-activity or be distracted by what is going on around them.
3	Our analysis of data shows that over half of our pupils in receipt of Pupil Premium funding are also on our SEN Register . Pupil Premium children are not at risk of underachievement because of this label, however they may be a risk of underachievement due of the impact of socio-economic disadvantage on their learning, wellbeing and personal development. Also having a special educational need may further impact on this, exacerbating challenges for the individual. There may be a correlation between the labels and underachievement, but this should not limit our expectations of what children can achieve.
4	Our observations and discussions with students show that some disadvantaged pupils do not take part in any extra-curricular activities in or outside of school. Pupil conferencing highlighted a range of activities they would be interested in, if they were available.

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
Attendance of disadvantaged pupils is equal to that of non-disadvantaged pupils.	Increased levels of attendance from disadvantaged pupils across the school. Reduction in frequent periods of missed learning.
All pupils to show moderate to high levels of 'involvement': showing continuous activity, concentration and are less distracted by what's going on around them.	High-quality inclusive teaching across the school, incorporating a range of pedagogical approaches to engage learners, particularly those who show less 'involvement' than others. Teaching and learning approaches will be suitably paced and broken down to reduce cognitive load on pupils. Pupils will be supported in taking movement breaks where necessary in order to maintain concentration on learning within the class. Increased levels of 'Involvement' from all learners including disadvantaged pupils. All pupils, including disadvantaged, to show increased engagement in activities/tasks.
All pupils to receive the appropriate provision as an individual, unrestricted by PP / SEN / disadvantage labels.	All staff have the support, expertise and knowledge to support all pupils. High quality inclusive teaching will be consistent across the school. Every pupil will be treated as an individual within their cohort of peers. Pupils with additional needs get at least equitable access to well-trained, highly qualified staff in comparison to their peers. Staff training will provide CPD around how to respond to the needs of pupils as individuals.
All disadvantaged pupils to be given opportunities to broaden their cultural capital including extra-curricular activities.	All PP children will have engaged in an extra-curricular club during the academic year. All PP children will have a 'Champion' who they will meet with regularly. PP Champions will actively encourage PP children to participate in extra-curricular clubs/activities. PP Champions will actively encourage families of PP children to support them in participating in extra-curricular clubs/activities.

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: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
EEF 5-a-day CPD staff training	https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support Supporting every pupil to succeed academically is a significant challenge for teachers and teaching assistants. The EEF's research evidence suggests there is a set of five core practices that can support all pupils, including those with SEND, to do just that.	2 3
Development of English lesson structure – CPD staff training	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	2 3
Trauma Informed Approach CPD staff training	https://assets.publishing.service.gov.uk/media/642af3a77de82b000c31350d/Changing_Futures_Evaluation_-_Trauma_informed_approaches_REA.pdf Trauma is widespread and has far-reaching consequences and there is growing evidence that trauma-informed approaches improve children's experiences and enhance engagement – a pre-requisite for achieving other outcomes.	2 3
On-going CPD for staff as a result of pupil needs	Resources set aside for CPD needs not yet identified. Our experience tells us this is important to be able to be responsive.	

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Pupil Premium Champions' to act as advocates/mentors	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build	1 2 4

for Pupil Premium students.	confidence and relationships, to develop resilience and character, or raise aspirations. Studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	
Speech and Language Therapy Traded Service	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3

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

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve communications with parents around attendance – personalised and positive	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/communicate-effectively-with-families The evidence suggests that communications with parents are likely to be more effective if they are personalised, linked to learning (or making the link between attendance and learning explicit), and framed positively. Carefully designed school communications can have a positive impact on parents' beliefs and behaviours. Research shows that most parents underestimate the number of days their child has been absent from school and act differently when given accurate information. In one study, 72% of parents with higher-than-average absence students did not know that their children had missed more school than their classmates. When informed of their child's total absences, they made extra efforts to improve attendance. One way that schools can support this is with simple letters to parents with above-average absences stating the total number of days that their child has missed that year, framed in a way that encourages parents to support attendance. Overcomplicated sets of instructions or activities that require more complex effort or organisation on the	1

	parent/carers behalf are less likely to have the desired effect.	
After-school extra-curricular clubs	This research highlights the importance of after school clubs for increasing disadvantaged children's access to activities and explore what it is about how these clubs are structured and delivered that helps to engage less affluent families. https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01F-ED0C672C21C6.pdf	4
External partnerships (including theatre productions and Fife)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf Research shows too many young people from disadvantaged backgrounds never get the chance to engage with extra-curricular activities.	
Educational Psychologist (80%)	https://www.bps.org.uk/news/role-educational-psychology-promoting-inclusive-education Educational Psychologists have an important role to play in supporting social justice, which will help educational provisions to meet the learning needs of all students - including those students most vulnerable to discrimination, segregation or exclusion.	2 3
Contingency funds for acute needs	Resources set aside for needs not yet identified. Our experience tells us this is important to be able to be responsive.	

Total budgeted cost: £13,000

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

EEF 5-a-day CPD staff training

Our continued EEF 5-a-day CPD staff training has further enhanced the skills of our teaching team to develop their pedagogical practice through adaptive teaching strategies: flexible groupings and metacognition & self-regulation strategies. Our data continues to show that over half of our pupils in receipt of Pupil Premium funding are also on the SEN Register, and by implementing strategies to support our most vulnerable learners, teachers have developed approaches that benefit all pupils.

Development of English lesson structure – CPD staff training

This year, we have continued to develop our English curriculum by introducing an 'Equitable Reading Strategy' through Years 1 to 6. Our staff have received CPD training around this approach to reading, and teachers have been skilled in delivering high-quality inclusive reading lessons to improve outcomes for pupils, particularly disadvantaged children. All pupils have been able to access reading texts that are above their reading ability. Anecdotal evidence is showing an increase in participation of reading lessons and higher levels of 'involvement' from our disadvantaged pupils. Pupils are showing real enjoyment of the texts and end of year data shows 3 of our disadvantaged pupils in KS2 (FSM6):

	Fluence Standardised score		Decoding Standardised score		Reading Age	
A	102	111	97	101	8:2	9:5
B	113	120	100	121	11:3	11:6
C	70	70	70	70	5:2	5:2

70 is the lowest Standardised Score the programme offers

We will be implementing this Equitable Reading Strategy fully during the next academic year.

Trauma Informed Approach CPD staff training

Specialist Trauma Training has been arranged for 2026-27. This will further enhance our teaching team's understanding of Trauma (with a link to SEN), upskill the team with additional strategies and ensure a consistent and shared understanding of SEN, Trauma and our whole school approach and response.

'Pupil Premium Champions' to act as advocates/mentors for Pupil Premium students.

This academic year, we have continued to further embed our mentoring scheme: carefully assigning staff members to disadvantaged pupils to act as mentors. To further develop this strategy, we have increased the time allocated for mentors to meet with their pupils throughout the year, enabling support to be tailored to individual needs. There has been continued individual successes that demonstrate the positive impact of this approach, including improved attendance, increased participation in wider school activities and events, enhanced opportunities for pupils to 'have a voice' and discuss challenges they may be facing, and improved individual attainment. Pupil conferencing has shown that they would like to meet more frequently with their Mentors which we will endeavour to put in place next academic year.

Speech and Language Therapy Traded Service

We have continued with our commissioned Speech and Language Therapy service this year. The therapists were able to work with individual children, provide targets and resources and worked closely with our school SENCO & Inclusion Lead to ensure the best provision was

available to our pupils, particularly for our disadvantaged pupils who are also on the SEN Register.

Improve communications with parents around attendance – personalised and positive

This year we have implemented a different approach to communicating with parents regarding their child's attendance. Throughout the year, we have analysed the attendance of pupils across the school and sent personalised letters to those whose attendance has been below 94%. For those pupils whose attendance has been below 92%, a supportive meeting was arranged between parents and our PP Lead. 85% of parents invited to these sessions were able to attend. As a result, we have seen increased levels of attendance across the school with the attendance of disadvantaged pupils in 3 out of 5 classes being in-line with that of non-disadvantaged pupils.

Above 95% - 75% of PP children (↑ up by 11% compared to last year)

Above 90% - 8.3% of PP children (↓ down by 9.7% compared to last year)

Below 85% - 16.7% of PP children (↓ down by 1.3% compared to last year)

After-school extra-curricular clubs

83% of children in receipt of PP funding have participated in some form of extra-curricular club/activity this year with 50% attending extra-curricular clubs in school (an increase in 5% since June 2025).

External partnerships (including Fife)

We have committed to provide music provision throughout this year which has enabled all pupils, including disadvantaged to play a musical instrument (fife or flute). These children were able to perform in our Music Concert in front of the rest of the school as well as parents and carers.

Educational Psychologist (80%)

Regular support from the Educational Psychology Service throughout the year has allowed targeted approaches to be in place to improve our provision and outcomes for PP as well as SEND pupils.

Contingency funds for acute needs

We were able to support families with the costs of trips and visits (including fully funding year 6 camp), uniform and access to clubs (sports). This enabled pupils to feel a part of the community, explore enrichment opportunities and experience camp.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our Service Pupil Premium funding was included within our overall Pupil Premium
What was the impact of that spending on service pupil premium eligible pupils?	As above

