

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Mareham Le Fen Primary School
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	31%
Academic year covered by statement	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Avril Moore
Pupil premium lead	Avril Moore
Governor / Trustee lead	Shauna Roe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23.680
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£25.332
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49.012

# Part A: Pupil premium strategy plan

## Statement of intent

- Pupil Premium children will meet their potential through effective support.
- The current strategy plan focuses on the development of a well-rounded, focused curriculum that's in place for all children, targeted on engaging all learners with staff skilled in adapting and delivering information in a way in which is accessible to all.
- Our key principles are based around the development of Quality First Teaching for all children.
- We recognise and respond positively to children's social, emotional and behavioural needs.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions suggest that some disadvantaged pupils in KS1 have greater difficulty with phonics than their peers which impacts their development in reading.
2	Internal assessments indicate that attainment in the core subjects among disadvantage pupils is below non-disadvantaged pupils. Some Pupil Premium children have specific SEND needs.
3	Some PP children are not able to make progress or are ready to learn because of emotional well-being, social and behavioural needs.
4	Pupils attendance is in line with national but needs to be sustained.

## 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
Increased proportion of PP pupils show rapid progress and strong achievement across the curriculum.	Pupils eligible for PP make as much progress as 'other' pupils' in reading, writing and maths. Measured by teacher termly assessments and SATs in Y6.

To achieve and sustain improved wellbeing for all our pupils in our school, particularly our disadvantaged pupils. Pupil well-being is prioritised to ensure that they learn and achieve.	Pupils confidence, resilience, self-esteem and wellbeing will improve. Pupils supported with well-being progress and attain in line with other pupils nationally a non-PP pupil in school.
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.	Sustained high attendance. Attendance gap between disadvantaged pupils and non-disadvantaged peers is 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

Budgeted cost: £ 14,306

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics -Continuous staff training in phonics. Phonics leader to evaluate effectiveness of phonics teaching in each class R-Y2 half termly. to plan appropriate, catch up for reception to year 3 and monitor impact. To purchase extra reading resources to improve fluency.	Utilise PP to promote long term change which will help all pupils. Phonics (EEF Toolkit) Reading comprehension strategies High quality feedback Small group tuition DfE accredited phonics programme -Little Wandle. Phonics evidence base that indicates a positive impact on accuracy of word reading. Catch-up phonics in place for pupils falling behind. Develop reading confidence, stamina and a love of reading through Little Wandle follow on books which support pupils to become fluent readers.	1 2
Quality First Teaching is used to close the gap between disadvantaged and others. High quality teaching, assessment and a broad balanced know	Excellent teaching is the most important lever schools have to improve outcomes for their pupils (EEF education endowment foundation.)  Ensuring every teacher is supported in delivering high-quality curriculum which are essential to achieving the best outcomes for all	1 2

Pupils are able to access all opportunities alongside peers.	<p>pupils, particularly the most disadvantaged among them.</p> <p>Consistent TA support in all classes for English and Maths lessons.</p> <p>Effective feedback given to improve learning.</p> <p>TA liaison time, in line with EEF recommendations, to support enhanced provision and support in English and Maths</p> <p>Targeted intervention for children needing to catch up.</p> <p>SENDCo support to ensure high quality provision for children with SEND.</p> <p>CPD for all staff.</p>	
To support improved attendance and punctuality especially for children eligible for PP.	<p>To provide breakfast club for disadvantaged children, to enable them to have a positive start to the day having something to eat and time to play with peers. This also ensures they are in school on time.</p> <p>EEF guidance says that offering a free nutritious meal before school can impact Reading, Writing and Maths by an average of 2 months.</p> <p>Fewer absences and lateness ultimately improve attainment.</p>	4 3
To improve quality of social and emotional learning	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life EEF toolkit. (e.g. improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Check in times with TAs at beginning or end of day.</p> <p>Elsa sessions provided when needed.</p> <p>Introduction of Growth Mindset.</p> <p>Opportunities to take part in extra- curricular activities impacts wellbeing.</p>	4

### Targeted academic support Budgeted cost: £9,414

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonic support	EEF toolkit guidance 'These interventions should be targeted at specific pupils who have phonic gaps using information gathered from assessments. Use of Little Wandle half termly assessments in KS1. Followed by Little Wandle catch up sessions for rec to year 3.	1
Establish on the spot intervention or small group in Maths and	EEF toolkit guidance Some pupils may require additional support alongside high-quality teaching in order to	2

English for disadvantaged pupils falling behind age-related expectations.	make good progress. The evidence indicates that small group and one to one intervention can be a powerful tool for supporting these pupils when they are used carefully.'	
To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by SL Pupil progress meetings termly Regular monitoring of targeted interventions	EEF Toolkit guidance: 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.' Small group tuition has an average impact of four months additional progress over the course of a year. (EEF)	2
Improve language and early literacy skills	Additional support to pupils who are behind their peers in oral language development. Through quality teaching, targeted support, discussion and vocabulary and use of high-quality play.  EEF Toolkit guidance indicates that language interventions with frequent sessions over a sustained period have a larger impact.	1

## Wider strategies Budgeted cost: £9,749

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support for vulnerable children and families to ensure attendance is maintained and readiness to learn. Wellbeing support to enable children to build secure and healthy relationships. Help children to deal with challenging behaviours and difficult emotions.</p> <p>Improve attendance of disadvantaged pupils by monitoring attendance and working with pupils and their families.</p>	<p>EEF Guidance about wider strategies focussing on wellbeing and mental health</p> <p>Evidence from covid-19 pandemic suggests there are still increased factors influencing the mental health and wellbeing of children.</p> <p>To continue to provide individual support and counselling for short, regular sessions over a period of time for identified vulnerable pupils and Looked After Pupils using Elsa and Wickstead Counselling.</p> <p>.</p> <p>With improved attitudes, behaviour and relationships comes improved academic performance.</p>	<p>3</p> <p>4</p>

<p>Breakfast club ensures that children are on time and ready to learn allowing them to have the best possible start to the day.</p> <p>Purchase of equipment and provision including, swimming, trips and uniform</p> <p>Subsidise residential trips to enable access for PP children to engage in social and emotional learning.</p>	<p>Children with regular and high attendance do well at school.</p> <p>There is less opportunity for missed learning opportunities or gaps in learning.</p> <p>Children whose basic needs are met, thrive in school. Children need all physical emotional and social needs met in order to achieve academically.</p> <p>EEF Toolkit-parental involvement.</p> <p>Social and Emotional learning. (EEF Toolkit)</p> <p>Provide pupils with cultural capital experiences which are planned and embedded in our curriculum.</p> <p>Extra -curricular activities are available to all children.</p>	
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**Total budgeted cost: £ 33.468**

## 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 2023-24 academic year.

- **100% of pupils eligible for Pupil Premium met the expected standard for reading at the end of KS2. 100%met the expected standard for maths and 66.6%in writing.**
- **Attendance for the disadvantaged pupils was 94.2% compared to whole school attendance of 96.7%. Lateness of some Pupil Premium pupils is still a concern and will remain a focus on current plan.**
- **Pupil premium funding has been used to provide targeted wellbeing support for all pupils, and interventions where required. We will continue to build on that approach as detailed in this plan.**