

Pupil Premium Strategy Statement

Marsh Baldon CE Primary School

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
School name	Marsh Baldon CE Primary School
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 -2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Carolyn Hanwell
Pupil premium lead	Carolyn Hanwell
Governor / Trustee lead	Tom James

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£12,470

Part A: Pupil premium strategy plan

Statement of intent

We recognise that some children can face a wide range of barriers which may impact on their development and learning. With our values and inclusive ethos at the core of our school, we are committed to enhance the experiences and raise attainment for the children in receipt of the Pupil Premium (PP) Grant, and ultimately improve their progress, attainment and life chances. We do not put limits on learning and we set high expectations to enable all children to achieve and succeed.

Our ultimate objectives are to:

- ensure that all children in our school have a love of learning and benefit from an engaging, broad and balanced curriculum
- provide the nurture and support needed for our children to be confident, resilient and effective communicators
- provide a first quality education so that the children leave our school with the essential skills they need to achieve and succeed.

Working towards achieving our objectives:

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Through ongoing observation, assessment and planning we implement targeted academic support for those children who are not making good progress, who have been impacted by the effects of interrupted learning and who are disadvantaged due to barriers that are identified within this report. This support is strategically planned and evidence based, depending on the needs of the identified children and by the skillset of staff.

We also recognise there is a significant need for wider strategies to be implemented when supporting children with their social and emotional development, behaviour and attendance.

Key principles:

Inclusive ethos
Quality first teaching
Early intervention
High expectations

Challenges

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

Challenge number	Detail of challenge
1	Lower starting points and insecure depth of understanding in reading, writing and maths require additional support to access the curriculum and achieve secure understanding
2	Our assessments, observations and discussions with pupils (Reception to Year 6) indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
3	Lack of cultural capital puts pupils at a disadvantage in terms of both curriculum and ability to apply knowledge and skills to a range of situations
4	Low self-esteem, disengagement in learning and fixed mindset of disadvantaged pupils has an adverse effect on their progress and acceptance of support. Some have considerable emotional needs due to present or past trauma. Emotional and regulation difficulties impact on learning for some pupil premium children.
5	A significant proportion of children in receipt of Pupil Premium are also on our Special Educational Needs (SEN) register. Assessment and observations indicate Pupil Premium children who also have SEN needs have significant gaps.
6	Consistency between home and school learning. Recognising that varying parental confidence, time constraints and resources impact engagement.

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
Gaps are narrowed and all children are keeping up with the learning	Children retain academic levels and do not fall behind Careful and regular tracking show that children are making accelerated progress
Improved progress and attainment in maths, reading and writing and acquire secure knowledge and skills across the curriculum	Pupil Premium pupils make accelerated progress. As a result PP children achieve Age Related Expectations (ARE) by 2025/26 in alignment with those not in receipt of Pupil premium In school monitoring demonstrates secure acquisition of knowledge for Pupil Premium pupils

Improved 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.
Pupil premium children who also have SEN needs have their needs identified and supported to ensure the gap closes between them and their peers.	Early identification. Suitable outcomes and support is in place and detailed in pupil profiles. These are shared with parents at SEN review meetings. Children have good to excellent attendance in school.
Improved access to life experiences/cultural experiences	Pupil premium pledge in place - children have taken part in the range of activities planned for them. Children access the curriculum more easily leading to better engagement (classroom observation and pupil outcomes). Families are aware of services they are entitled to.
To achieve and sustain improved academic and emotional resilience and regulation, leading to better progress in school.	Qualitative comparative analysis scores (i.e. strengths and difficulties questionnaire - SDQs) and behaviour tracking shows improved emotional regulation and resilience.

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.

Pupil Premium is used to support whole school strategies, improve classroom pedagogy and provide targeted support.

Teaching (for example, Continuous Professional Development (CPD), recruitment and retention)

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well trained staff with the capacity to offer additional support - Phonics Lead to have release time to monitor and coach the teaching of phonics - Teachers receive additional training from consultants in providing targeted support in	By increasing the expertise of teachers and TAs, children will receive better quality teaching and support Systematic and rigorous teaching of phonics has consistently been found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.	1, 2, 4, 5

reading, writing and maths for disadvantaged children • Lunchtime Nurture Club led by TAs • Nurture support embedded through every day practice and key relationships. • Interventions running alongside this, including Z of R, Lego Therapy and Forest School	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.littlewandlelettersandsounds.org.uk/about-us/our-pedagogy/ Recommendation 3 by the Education Endowment Foundation (EEF) states that schools should implement professional development programmes with care, taking into consideration the context and needs of the school.	
Improve progress and attainment in writing through: • High quality phonics (see above) • Release time for English Subject Lead - monitor GPS and vocabulary (tiered) -and to attend training • Effective feedback and marking • More opportunities for writing across the curriculum • Encouraging independence in writing. Whole staff training	The Teaching and Learning Toolkit approaches identified by Sutton Trust include effective feedback on learning. Our PP children need support in accepting feedback and responding to it. Maximising the Impact of Teaching Assistants (EEF): When properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistant-5 Evidence from EEF: EEF Guide to Improving Literacy in KS1 EEF Guide to Improving Literacy in KS2	1, 2, 5
Improved progress in reading through: • High quality phonics (see above) • Extending collection of phonics (Big Cat) books for guided reading • Improve reading resources to ensure consistent progression of vocabulary across year groups - tiered vocabulary • Wellcomm - Early Years Foundation Stage (EYFS) • Improve literature led literacy lessons to give children more access to the best quality texts • Continue to develop library collection, including introduction of an outside reading area	A consistent approach to the teaching of early reading (as above) Good quality texts ensure that PP learners become effective readers and thinkers for life. Previous evaluation in school highlighted that reading for pleasure and comprehension were the two main areas needed for development, particularly for our PP pupils There is a strong evidence base that suggests oral language activities and interventions, activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 5
Improved attainment in maths through: • CPD to use White Rose Maths effectively as a resource, rather than a teaching programme	The mastery approach to maths, when fully embedded, will ensure that teachers adopt a fail safe approach to pupil progress and they will develop strategies to ensure that children's needs are addressed within lessons so that they do not fall behind.	1, 2, 6

- Improving use of concrete apparatus and activities that promote interactive teaching - Ensuring that children who are behind are able to access lessons effectively - CPD for all teachers and TAs relating to teaching calculations - All staff to use the 'Think Aloud' approach (EEF) to support metacognition	https://educationendowmentfoundation.org.uk/news/eef-blog-how-can-we-improve-childrens-problem-solving-in-maths	
Improved outcomes for EYFS children through: - High-quality continuous provision through a carefully planned and well-resourced environment - The use of WellComm to promote and highlight oracy in the early years. - Improved communication and parental engagement	Early play experiences in Early Years are the building block to later learning. DFE The Importance of a Child's Early Years. "...children who spend longer in early years provision have better educational outcomes later on. It also shows that high-quality early years provision particularly benefits children from low-income backgrounds." EEF: Parental engagement "Parental engagement approaches have, on average, a positive impact of five months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is extensive evidence on the positive impact of parental engagement approaches."	1-6

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

Budgeted cost: £8,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed small group and 1:1 interventions to enable disadvantaged pupils to catch up and keep up. This will include interventions identified in our offer, for example: 1:1 support in lessons - Little Wandle intervention - Pre-teaching	We know that one of the barriers for less able writers is selecting language and structuring it in a sentence. We have discovered that some PP children have gaps in their knowledge which needs to be addressed through 1:1 support and monitoring. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one or in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 5

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved access to life experiences/cultural experiences Whole School Strategy - To continue to provide rich extra-curricular activities opportunities and activities for all pupils - ensure that children are given access to a range of experiences e.g. off site visits, residential, taking a leading role in a play, learning to play an instrument - Fund extra-curricular clubs are on offer. - To ensure that PP children do not pay any additional expenses (trips, activity clubs, etc) in school	We have identified that some children lack life experiences and have limited opportunity to take part in cultural activities which we believe limits their ability to fully access the curriculum and develop the skills to become effective learners. National evidence along with our experience and analysis of pupil engagement with extra-curricular activities shows the importance of ensuring children have access to experiences they would otherwise miss. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3, 6
Embed restorative practice across the school to equip children with the necessary strategies and tools to self-regulate and manage their emotional behaviour	The Department for Education gave whole school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.	4
Therapeutic interventions Use of additional TAs who have received relevant training to provide emotional support Therapeutic intervention including: - Zones of regulation - Forest School - Lego therapy	Learner engagement is key to the success of our PP learners. Analysing barriers to engagement and addressing these is a key part of our PP strategy. National evidence and qualitative analysis in school suggests that steps to promote academic resilience are significant in supporting disadvantaged pupils to achieve. Review: Monitoring by Headteacher Feedback from parents SEN intervention monitoring QCA Baselines assessment tracking. Whole school behaviour tracking	2, 3, 4, 5
Monitor attendance - Embed principles of good practice - Partnership focus - Clear communication and expectations with all staff and families - report to governors	DfE Working Together to Improve School Attendance Toolkit for schools: communicating with families to support attendance Summary table or responsibilities for school attendance	

Total budgeted cost: £12,470

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Well trained staff with the capacity to offer additional support

- CPD Programme inline with School Development Plan. Staff training has included: Understanding Behaviour as Communication (delivered by The Mulberry Bush), Phonics training, Healthy Movers
- OXSIT premium support - consultancy, bespoke support
- Adaptive teaching embedded in teaching and learning - evidence of this through monitoring (internal and external)

Summary of outcomes in Reading, Writing and Maths for PP children July 2025

	Reading		Writing		Maths	
	% At or above	Progress	% At or above	Progress	% At or above	Progress
PP (Yr 1-6)	63%	75%	50%	88%	63%	75%

Interventions

1:1 tuition provided English/Maths - progression monitored. (pupil profiles)

1:1 support in the classroom - personalised provision

Lunchtime Club

Lego therapy

Zones of Regulation

Improved access to life experiences/cultural experiences

Wider educational opportunities were provided as much as possible with access to cultural and arts venues and events.

- fully funded 5 day residential
- fully founded extra-curricular clubs
- competitive offsite sporting opportunities provided

Attendance

Attendance of PP children is 95.5%. This is higher than national and LA attendance for Pupil Premium children, although lower than non Pupil Premium children at Marsh Baldon School.

Externally provided programmes

Programme	Provider
TimesTable Rockstars and Numbots	Maths Circle
Vocabulary Ninja	Bloomsbury Education
Spelling Shed	EdShed