

Pupil premium strategy statement – Marshbrook First School

This statement details our school’s use of pupil 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
Number of pupils in school	Rec – Y4 – 146 Nur – Y4 – 172 (This will change from the January 2026 due to Nursery intake)
Proportion (%) of pupil premium eligible pupils	14.4% (21)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 25 2025 – 26 2026 – 27
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Local Governing Committee
Pupil premium lead	Miss B Nixon/ Mr J Morgan (from 5/1/26)
Governor / Trustee lead	Sally Griffin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 31,815

Part A: Pupil premium strategy plan

Statement of intent

As a small school, with a small number of disadvantaged pupils and those that are pupil premium, much of our data is statistically insignificant. However, the advantage to being a small school is that we know our pupils well – we can analyse in detail which pupils are underachieving, why this might be and create a more personalised provision.

We draw on evidence-based research of effective practice when deciding upon the best use of the funding that will benefit pupils the most.

Our main objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all pupils who are disadvantaged in school to reach Age Related Expectations by the end of Year 4.

To be able to achieve these objectives, we know that disadvantaged pupils must make better than expected progress compared to non-disadvantaged pupils. Class teachers know which pupils are disadvantaged and who are eligible for pupil premium support and support the child in accelerating their progress in all aspects of learning and personal development. Pupil progress is tracked and the impact of interventions recorded.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional issues which affect the learning behaviours that support independent learning, expectations and aspirations across the curriculum.
2	Concerns around punctuality and attendance, reducing the percentage of Persistent Absentees
3	Lack of support with learning at home with regards to reading and homework
4	Access to extra-curricular provision and contributions to educational trips. This is due to after-school arrangements making it difficult for pupils to stay behind for clubs. Several pupils also require access funding to support payment for educational trips.

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
Achieve at least the expected standard at the end of year 4 in Reading	All disadvantaged children and those who are PP to make at least expected progress each year, with many making more than expected progress.
Achieve at least the expected standard at the end of year 4 in Writing	All disadvantaged children and those who are PP to make at least expected progress each year, with many making more than expected progress.
Achieve at least the expected standard at the end of year 4 in Maths	All disadvantaged children and those who are PP to make at least expected progress each year, with many making more than expected progress.
Make at least expected progress in phonics	All pupil premium children to pass the phonics screening check in Year 1 and the recheck in Year 2.
Ensure attendance of children who are disadvantaged, and pupil premium is in line with the whole school target.	Attendance of pupil premium children is 96% or above.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly subject leader release time to support staff workload and wellbeing in managing their subject leadership monitoring.	NAHT report proof 6 (amended).indd	1,3
Additional TA support to allow time to give verbal feedback, individualised	The Education Endowment foundation states that these approaches have high impact with +6, +4 and +7 months additional progress.	1,3

instructions and develop meta cognition	Teaching Assistant Interventions EEF Visible learning – John Hattie – Feedback Visible Learning - About MetaX	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 27,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
TT Rockstars Number sense	Case Studies Archives - Times Tables Rock Stars Internal data??	1,3,4
Precision Teaching, pre teaching and small group intervention sessions.	Teaching Approach Precision Teaching: S Guide for 2025 Structural Learning Sutton Trust research indicates an impact of +4 months.	1,3
TA intervention a week for identified pupils (PP, SEND, mobility pupils - new to school - where identified as required) and groups from each year group	Teaching Assistant Interventions EEF Toolkit The Education Endowment Foundation	1,3

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

Budgeted cost: £ 3,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
HOPE (Helping Our Pupil's Emotions)	Mifsud. C., & Rapee, R.M. (2005) Early Intervention for Childhood Anxiety in a School Setting: Outcomes for an Economically Disadvantaged Population. Mental Health in South Staffordshire Schools HOPE by Rachel Rayner	1
Support with children accessing extracurricular activities, which support personal development and their curriculum learning.	EEF Physical Development Extracurricular activities to develop life skills - findings and lessons for practice	2,4
Weekly release time for Attendance Champion	Working together to improve school attendance (applies from 19 August 2024)	2

Total budgeted cost: £ 31,815

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Desired Outcome	Success Criteria	Outcome
Disadvantaged children and those that are PP to achieve at least the expected standard at the end of year 4 in Reading	All children make at least expected progress each year, with many making more.	<i>50% of PP children achieved ARE in reading at the end of Year 4. (In Year 4 there were four pupil premium children)</i>
Disadvantaged children and those that are PP to achieve at least the expected standard at the end of year 4 in Writing	All children make at least expected progress each year, with many making more.	<i>50% of PP children achieved ARE in writing at the end of Year 4.</i>
Disadvantaged children and those that are PP to achieve at least the expected standard at the end of year 4 in Maths	All children make at least expected progress each year, with many making more.	<i>50% of PP children achieved ARE in maths at the end of Year 4.</i>
Disadvantaged children and those that are PP to make at least expected progress in phonics	All pupil premium children pass the phonics screening in Year 1 and Year 2.	<i>In Year 1 no PP child passed the phonics screener. Please note that there was only 1 PP child in Year 1 in the 2024-2025 cohort. <i>In Year 2 66% of PP children passed the phonics screener. (In Year 2 there was 6 PP children)</i></i>
Close the gap between the children who are pupil premium and non-pupil premium.	Attendance of pupil premium children is 96% or above.	<i>The average attendance for Pupil Premium children for the academic year 2024-2025 was 98.4% compared to 95.2% non pupil-premium.</i>

Externally provided programmes

Programme	Provider
None	