

# Pupil premium strategy statement - Marston Montgomery 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
Number of pupils in school	18
Proportion (%) of pupil premium eligible pupils	22% (4 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 to 2026/27
Date this statement was published	December 2025
Date this statement was updated	08/11/2025
Date on which it will be reviewed	31/12/2025
Statement authorised by	Teresa Bosley
Pupil premium lead	Teresa Bosley
Governor / Trustee lead	Claire Shardlow

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6060
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£6060

# Part A: Pupil premium strategy plan

## Statement of intent

At Marston Montgomery Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

Our vision starts with the quote '*Learning for Life*'. This underpins our vision that all children are welcomed and valued in our school community. We support all our children to achieve their potential so that they are ready for the next stage of their journey.

Therefore, the focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential irrespective of any challenges they face. The activity we have outlined in this statement is also intended to support the needs of pupils, regardless of whether they are disadvantaged or not. 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. Our approach will be responsive to individual needs and common challenges, rooted in robust diagnostic assessment. To ensure our approaches are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with writing than their peers. Overall, attainment in writing for our disadvantaged pupils is below that of peers.
2	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with maths than their peers. Overall, attainment in maths for our disadvantaged pupils is below that of peers.
3	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Overall, attainment in phonics for our disadvantaged pupils is below national expectations.

4	Our assessments (including pupil survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
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## 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
Improved writing attainment among disadvantaged pupils.	Internal writing outcomes improve over time and indicate that interventions are closing the gap between assessment results and FFT targets.
Improved maths attainment among disadvantaged pupils.	Internal maths outcomes improve over time and indicate that interventions are closing the gap between assessment results and FFT targets.
Improved phonics attainment among disadvantaged pupils.	Internal phonics outcomes improve over time and indicate that interventions are closing the gap between assessment results and national expectations.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>• participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• providing support to purchase uniform to families.</li> </ul>

## 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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of the Little Wandle Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Ensuring pupils are grouped according to stage of learning.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:  <a href="#">Phonics   EEF</a>	3

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

Budgeted cost: £4860

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:  <a href="#">One to one tuition   EEF</a>  <a href="#">Small group tuition   EEF</a>	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   EEF</a>	3

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

Budgeted cost: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils receive one weekly session of after school club for free and subsidised access to trips	Increased availability of social activities increases well-being. Increased opportunities to participate in a variety of experiences.	4
Support families to purchase school uniform.	Pupils are in the correct uniform, increasing their sense of belonging to the school community.	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4

**Total budgeted cost: £6060**

## **Part B: Review of the academic year – 2023 to 2024**

### **Outcomes for disadvantaged pupils**

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on our own internal summative and formative assessments.

In writing disadvantaged pupils continue to work towards the expected standard. This gap has not closed and needs to be a focus for the academic year 2024 to 2025 when writing is on our School Development Plan.

In maths and phonics some disadvantaged pupils are working at the expected standard while some are working below the expected standard. This gap needs to continue to be closed during the academic year 2024 to 2025

Based on all the information above, we are not yet on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that strategies to improve writing were less effective. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

## Part B: Review of the academic year – 2024 to 2025

### Outcomes for disadvantaged pupils

#### Overall Outcomes

Good progress	Average progress	Minimal progress
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Due to pupil numbers, to measure the gap in attainment we look at average scaled scores for July 2024 to July 2025, for pupils eligible for pupil premium funding and all other pupils.

Between July 2024 and July 2025, the progress of our disadvantaged pupils has led to the gap in attainment in reading and maths closing over the year. In writing the progress of pupils eligible for pupil premium funding is less than all other pupils

Subject	Reading		Writing		Maths	
Year	2024	2025	2024	2025	2024	2025
Gap	-11.3	-1.1	↓		-12.5	-4.6

#### Teaching

Good progress	Average progress	Minimal progress
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The introduction of Little Wandle supported disadvantaged pupils to make increased progress in their phonic skills. The focus on writing during the academic year 2024 to 2025 did not achieved the accelerated results for all pupils that we were aiming for. Therefore, this continues to be a focus for the academic year 2025 to 2026.

#### Targeted academic support

Good progress	Average progress	Minimal progress
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There is evidence that pupils receiving additional support through targeted interventions have made additional progress in reading and maths as evidenced in the closing gap in scaled scores. This is not evident in maths.

#### Wider strategies

Good progress	Average progress	Minimal progress
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Access to weekly wrap around care provides pupils the opportunity to develop their social skills and experience a variety of activities, e.g. cooking, crafts, games, playing. The purchase of school uniform has ensured pupils wear the correct uniform all year and are have an increased sense of belonging to the school community.

### Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance