

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 | 24 |
| Proportion (%) of pupil premium eligible pupils | 17% (4 children) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024/25 to 2027/28 |
| Date this statement was published | September 2024 |
| Date this statement was updated | 01/09/2024 |
| Date on which it will be reviewed | 31/07/2024 |
| 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 | £5920 |
| Recovery premium funding allocation this academic year | £500 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <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> | £6420 |

Part A: Pupil premium strategy plan

Statement of intent

At Marston Montgomery Primary School our intent for pupil premium funding is to support all pupils, including disadvantaged pupils, to make good progress in their learning and to access a range of experiences that will enhance their cultural capital. We use the funding to close the gaps in learning through carefully planned interventions. Support is particularly focussed on reducing gaps in reading, writing and maths.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low prior attainment and gaps in learning need to be addressed. |
| 2 | Gaps in learning affect SEMH. |
| 3 | Limited opportunities for participation in / experiencing enrichment activities. |

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 |
|---|---|
| Progress in Reading, Writing and Maths. | An improvement in pupil attainment over time so that pupils entitled to receive funding make accelerated progress, therefore closing the gap of attainment between their peers. |
| Improved self-esteem leads to improved resilience in lessons. | Pupils are more prepared to 'have a go' in lessons. |

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: £139.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--------------------------------------|-------------------------------|
| Training in Phonics ensures staff deliver the scheme consistently. | EEF Research | 1 (£139.50) |

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

Budgeted cost: £4260

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Accelerated Reader | Accelerated Reader provides assessments for pupils linked to texts read and ensures books are of an appropriate challenge. | 1 (£600) |
| Small group and individual interventions targeting disadvantaged and working towards children, focussing on gaps identified in English and Maths | EEF Toolkit – ‘Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress. | 1 (£3660) |

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

Budgeted cost: £2158

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Pupils receive one weekly session of after school club for free | Increased availability of social activities increases well-being. | 3 (£858) |
| Offer subsidised rates for trips to pupils entitled to PP funding | Increased opportunities to participate in a variety of experiences. | 3 (£1200) |
| Purchase school uniform for pupils | Pupils are in the correct uniform and part of the school community. | 3 (£100) |

Total budgeted cost: £6418

Part B: Review of the academic year – 2021 to 2022

Outcomes for disadvantaged pupils

At the end of the academic year, both formal assessments and statutory assessments indicated that pupils made expected progress.

Part B: Review of the academic year – 2022 to 2023

Outcomes for disadvantaged pupils

Due to our size and small number of pupils receiving funding we do not publish details of outcomes.

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

Outcomes for disadvantaged pupils

Due to our size and small number of pupils receiving funding we do not publish details of outcomes.

Externally provided programmes

| Programme | Provider |
|--------------------|-------------|
| Accelerated Reader | Renaissance |

Part D: Review of the current academic year – 2024 to 2025

Outcomes for disadvantaged pupils

Externally provided programmes

| Programme | Provider |
|--------------------|-------------|
| Accelerated Reader | Renaissance |