

# Pupil premium strategy statement – Marshwood CE Primary Academy

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	46
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Claire Fegan
Pupil premium lead	Peter Beare
Governor / Trustee lead	Carolyn Bromfield

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8358
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£8358</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Marshwood, we are committed to motivating and nurturing all members of our school family to be happy, self-confident and supportive of one another. We provide a high-quality, engaging curriculum which is enhanced by a range of stimulating and enriching experiences. We are committed to seeing everyone grow in understanding, appreciation and respect for themselves, people around them, and the world they live in. We want everyone to grow in their love of learning, creativity, and sense of both individuality and collaboration. All of this enables each person to flourish, aspiring to live out an active and fulfilling life within school, the local community and beyond.

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. The focus of our pupil premium strategy is to support disadvantaged and other under-resourced pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, 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 has 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 and under-resourced peers.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Vocabulary and Language</b> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many under-resourced pupils. These are evident from Reception through to

	KS2 and in general, are more prevalent among our under-resourced pupils than their peers.
2	<p><b>Social, Emotional and Mental Health Needs</b></p> <p>Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to challenges around attachment and/or limited life experiences. These challenges particularly affect under-resourced pupils, including their attainment. This can also impact on self-efficacy, self-esteem, apparent lack of effort, and consequent challenges with behaviour.</p>
3	<p><b>Attitudes and Aspirations</b></p> <p>Assessments, observations, and discussions with pupils and families indicate that many under-resourced pupils struggle to appreciate and capitalise upon the full value of education. Whilst this can impact on attendance, it can also result in a disconnect between effort and achievement, low self-esteem, resilience and independence, and lower aspirations for the future. This is often compounded by the addition of challenges 1 &amp; 2.</p>
4	<p><b>Reading</b></p> <p>Assessments, observations, and discussions with pupils suggest under-resourced pupils generally have greater difficulties with reading than their peers. Many under-resourced pupils do not actively read outside of school or naturally read for pleasure.</p>

## 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 oral language skills and vocabulary among under-resourced pupils.	<p><b>Standardised assessment scores</b> (e.g. Speech &amp; Language Link) show year-on-year improvement for identified pupils.</p> <p><b>Vocabulary usage in writing</b> improves, evidenced through termly book scrutiny and moderation (Tier 2/3 vocabulary).</p> <p><b>Pupil voice surveys</b> show increased confidence in speaking and listening activities, with at least 80% of under-resourced pupils reporting improvement by Year 3.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our under-resourced pupils.	<p><b>CPOMS logs</b> show reduced frequency of emotional distress incidents over time.</p> <p><b>Teacher wellbeing ratings</b> (e.g. relational support plan reviews) show</p>

	<p>improvement for targeted pupils each year.</p> <p><b>Parent/carer feedback</b> via annual surveys indicates increased satisfaction with emotional support provided by the school.</p>
<p>To achieve and sustain improved attitudes towards school and attendance for all pupils, particularly our under-resourced pupils.</p>	<p><b>Attendance data</b> shows year-on-year reduction in persistent absence among under-resourced pupils (target: &lt;5% by 2026/27).</p> <p><b>Behaviour logs</b> show a decrease in incidents linked to disengagement or low effort.</p> <p><b>Attitude to learning scores</b> (e.g. via pupil self-assessment or teacher rating) show improvement across three years.</p>
<p>To increase opportunities for all children to read, including reading for pleasure and to reward and celebrate reading across the school.</p>	<p><b>Reading frequency tracking</b> (e.g. Accelerated Reader or reading logs) shows increased engagement outside of school.</p> <p><b>Reading attainment</b> improves year-on-year for under-resourced pupils (target: match or exceed national average by 2026/27).</p> <p><b>Library usage and book borrowing data</b> shows increased participation, especially among disadvantaged pupils.</p>

## 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: £3635.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustaining small class sizes to ensure teachers can adapt teaching to suit each	This funding is providing smaller class sizes within the best possible mix of year groups to ensure that all children, and especially	1, 2, 3, 4

individual according to need.	disadvantaged pupils, benefit from the focused attention of a fulltime experienced class teacher: <a href="#">Reducing class sizes   Teaching and Learning Toolkit   EEF</a>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £3886.50

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. (approx. 4 hours weekly TA time across the school)	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   Teaching and Learning Toolkit   EEF</a> <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1, 4 (2, 3)
Use of Speech & Language Link and Lexia to identify specific areas of need and provide targeted support to address these.	Both tools have been used successfully in previous years to support accelerated progress and to clearly identify gaps in and/or barriers to learning. Both have been highlighted by EEF as showing promise and are currently undergoing further evaluation: <a href="#">Lexia Core5   EEF Project</a> <a href="#">Language Link   EEF Project</a>	1

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

Budgeted cost: £836.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
FFT Central Costs: FFT PP Lead	FFT PP Lead supports writing and review of PP Strategy, sharing good practice and latest research. Regular PP Network Meetings and sharing of resources across the Trust ensure greater provision for our pupils despite being in a small, rural school.	1, 2, 3, 4

FFT Central Costs: FFT SEMH Lead; FFT Attendance Officer	FFT SEMH Lead and Attendance Officer offer regular drop-in meetings to discuss specific children and the support they could be offered to improve attendance, wellbeing and attainment.	2, 3
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**Total budgeted cost: £8358**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Due to overall small numbers of disadvantaged pupils, some year have no pupils designated as disadvantaged. Outcomes in all core subjects are a focus for improvement across the school. Where cohorts include disadvantaged pupils, these have generally performed well when compared to their peers and local/national data.

EYFS GLD	School (2025)		National (2024)		School (2024)	
All	100%		67.7%	+33.3%	75%	+25%
PP	N/A	Gap: N/A	51.5%	N/A	N/A	N/A

Y1 PHON-ICS	School (2025)		National (2024)		School (2024)	
All	100%		80%	+20%	100%	=
PP	100%	Gap: =	68%	+32%	100%	=

Y6 RWM	School (2025)		National (2025)		School (2024)	
All (EXS+)	38%		62%	-24%	31%	+7%
All (GDS)	13%		8%	+5%	8%	+5%
PP (EXS+)	N/A	Gap: N/A	NYK	N/A	0%	N/A

Success criteria met	On track to meet success criteria	Started but not on track to meet success criteria	Not yet started
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Intended outcome	Success Criteria	2024	2025	2026
		-25	-26	-27
Improved oral language skills and vocabulary among	<b>Standardised assessment scores</b> (e.g. Speech & Language Link) show year-on-year improvement for identified pupils.			

under-resourced pupils.	<b>Vocabulary usage in writing</b> improves, evidenced through termly book scrutiny and moderation (Tier 2/3 vocabulary).	Yellow	Grey	Grey
	<b>Pupil voice surveys</b> show increased confidence in speaking and listening activities, with at least 80% of under-resourced pupils reporting improvement by Year 3.	Yellow	Grey	Grey
To achieve and sustain improved wellbeing for all pupils in our school, particularly our under-resourced pupils.	<b>CPOMS logs</b> show reduced frequency of emotional distress incidents over time.	Yellow	Grey	Grey
	<b>Teacher wellbeing ratings</b> (e.g. relational support plan reviews) show improvement for targeted pupils each year.	Yellow	Grey	Grey
	<b>Parent/carer feedback</b> via annual surveys indicates increased satisfaction with emotional support provided by the school.	Green	Grey	Grey
To achieve and sustain improved attitudes towards school and attendance for all pupils, particularly our under-resourced pupils.	<b>Attendance data</b> shows year-on-year reduction in persistent absence among under-resourced pupils (target: <5% by 2026/27).	Yellow	Grey	Grey
	<b>Behaviour logs</b> show a decrease in incidents linked to disengagement or low effort.	Yellow	Grey	Grey
	<b>Attitude to learning scores</b> (e.g. via pupil self-assessment or teacher rating) show improvement across three years.	Red	Grey	Grey
To increase opportunities for all children to read, including reading for pleasure and to reward and celebrate reading across the school.	<b>Reading frequency tracking</b> (e.g. Accelerated Reader or reading logs) shows increased engagement outside of school.	Red	Grey	Grey
	<b>Reading attainment</b> improves year-on-year for under-resourced pupils (target: match or exceed national average by 2026/27).	Green	Grey	Grey
	<b>Library usage and book borrowing data</b> shows increased participation, especially among disadvantaged pupils.	Grey	Grey	Grey