

# Pupil premium strategy statement – Marwood 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	104
Proportion (%) of pupil premium eligible pupils	4.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 – 2025
Date this statement was published	04/09/23
Date on which it will be reviewed	19/07/24
Statement authorised by	Alun Dobson
Pupil premium lead	Gill May
Governor / Trustee lead	Kim Carr

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6925
Recovery premium funding allocation this academic year	£638
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£7563

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	Reading – application of phonics
2	Reading – moving from phonics to fluency
3	Emotional preparedness to learn

## 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
Children close gap in reading with targeted daily support for reading and phonics.	Children attain phonics check (re check) and continue to make progress in reading
Children are emotionally ready to learn being supported with Thrive programme	Children have a positive attitude to learning in the classroom

## 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: £ 3000 (from PP funding towards this)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SEN support specialist TA 4 days a week</i>	Skilled staff member teaches with effective intervention strategies	3

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

Budgeted cost: £ 3000 (from PP funding towards this)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Daily timetabled support from TA and SENCo</i>	Daily interventions reviewed and renewed are effective in closing gaps in learning.	2

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

Budgeted cost: £ 925 (from PP funding towards this)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Wellbeing supported through the Thrive programme</i>	Children's attachment is addressed in school and in partnership with families. Children can learn in class.	1

**Total budgeted cost: £ 6925**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.*

*Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.*

*Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.*

*You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
Thrive programme
<b>The impact of that spending on service pupil premium eligible pupils</b>
Children able to learn in class after family moves / postings