



Pupil premium strategy statement – Marston Moreteyne VC School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	627
Proportion (%) of pupil premium eligible pupils	55 children - 24%
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)	September 2024 - July 2027
Date this statement was published	31 st December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	
Pupil premium lead	Amanda watts
Governor / Trustee lead	Chris Sweetnam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,824.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£129,824.00

Part A: Pupil premium strategy plan

Statement of intent

Principles which guide our strategy plan:

At Marston Moreteyne VC School, we believe that all our children have an equal entitlement, and should have an equal opportunity to:

- develop imagination and creativity
 - acquire skills and abilities
 - have a love of learning
-
- The Pupil Premium will be used to enhance education support and raise the standard of achievement for these pupils.
 - We seek to ensure that teaching and learning opportunities meet the needs of **all** of the pupils;
 - We seek to ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
 - In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged;
 - We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention and support;
 - Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Each child in receipt of Pupil Premium funding has a different set of needs and these will be taken into account.

Strategies used to guide our use of Pupil Premium:

- The Pupil Premium Leader in consultation with the Senior Leadership Team, Pupil Premium Governor and staff, will determine how the Pupil Premium funding is spent for the benefit of the identified pupils.
- The Pupil Premium Leader will be guided by research to inform interventions and teaching pedagogy.
- The Pupil Premium Leader along with the class teacher will make use of data analysis to identify where gaps are and provide targeted intervention.

- School leaders must continually monitor the progress of the pupil premium strategy, adapting their approach when and where appropriate.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment</p> <p>Assessment data shows that pupils in receipt of Pupil Premium, are not reaching the same levels of attainment as their non-PP peers.</p> <p>EYFS GLD- PPG: 50%, Non-PPG: 75%</p> <p>Year 1 Phonics Screening - PPG - 50%, Non - PPG 75%</p> <p>Writing - Writing tracking for 2023 - 24 highlights that PPG children are less likely to achieve ARE and greater depth compared to non - PPG children. This is a pattern replicated from R to Year 4.</p> <p>We believe this is due:</p> <ul style="list-style-type: none"> • to poor focus and attention, which seems to be declining each year, with the increase of time children spend in front of screens etc., • a lack of understanding of how they learn • poor self-confidence and aspirations, something we are seeing increase and more children are needing pastoral support, • poor oral language, which was impacted by COVID, is made worse by the lack of SALT support in Central Bedfordshire and could be linked to the sharp increase in children with a diagnosis of ASD and ADHD, • ability to work collaboratively, which is linked again to communication and possibly to the increase of neurodivergent pupils, • lack of ability to self-regulate and thus have successful learning behaviours, which we believe is the result of all of the above. <p>We also recognise that not all PPG pupils have the same experiences and access to support that Non-PPG have.</p>
2	<p>Speech and Language</p> <p>Assessments, observations, and discussions with staff, parents and pupils indicate underdeveloped oral language skills and vocabulary gaps among</p>

	<p>many disadvantaged pupils, following the pandemic, especially in EYFS and KS1, but also across KS2.</p> <p>Over the past few years, this has resulted in a higher number of referrals being made to Speech and Language Therapists. However, shortages in therapist has led to delay sin accessing targeted support. This means that more responsibility now falls on schools to support these pupils through high quality teaching and intervention, with a focus on early identification. These difficulties not only impact the children's communication but also their ability to access the curriculum, their social interactions with both peers and adults and can translate into specific learning deficits in writing. This is generally more prevalent among our disadvantaged pupils than their peers and has resulted in challenging behaviour.</p> <p>Currently 30% of the PPG children are also SEND which has contributed to higher levels of support an intervention for PPG children.</p>
3	<p>Metacognition & Self - Regulation</p> <p>Through pupil observations and staff discussion, assessments, tracking of behaviour incidents and pupil voice surveys, disadvantaged pupils generally find it harder to focus and concentrate, have less confidence in their own abilities and are more passive/dysregulated within the classroom. This results in missed learning opportunities and indicates that pupils with a high pastoral need find it very difficult to self-regulate, concentrate and be ready for learning in class.</p>
4	<p>Attendance</p> <p>Our attendance data for last year (PPG 92%, Non-PPG 95%) indicates that attendance among disadvantaged pupils has been on average 3% lower than for non-disadvantaged pupils. 24% of disadvantaged pupils have been 'persistently absent' compared to 8% of their peers during that period.</p> <p>The overall attendance data is an improvement on the previous year. However, the data for persistent absence for disadvantaged children has maintained a significant difference.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and is causing the attainment gap to grow, as well as having a negative impact on their self-confidence, readiness to learn and social communication skills.</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
<p>Rates of progress for all Pupil Premium Children are maximised using targeted interventions and high-quality teaching.</p>	<ul style="list-style-type: none"> • Monitoring through Pupil Progress meetings show children make progress from baseline assessment in the autumn term. • Evidence of successful interventions demonstrating impact on individual progress and therefore diminishing the difference. • Interventions are monitored the impact is evaluated. • Observations of interventions evidence the engagement and progress. • Staff CPD enhances skills and knowledge to be able to ensure progress rates are maximised
<p>To ensure all readers make progress or exceed age related expectation in reading.</p> <p>PP children will achieve their highest potential in Phonics</p>	<ul style="list-style-type: none"> • Year 2 pupils will receive high quality phonics teaching and will complete the phonics screen in autumn 2024 with a high success rate. • Year 1 pupils will receive high quality phonics teaching and will complete the phonics screen in summer 2025 with a high success rate. • To regularly complete quizzes on accelerated reader. • Year 2 - 4 access either STAR Early Literacy or STAR Early Reader Tests 4 times per year. ZPD's improve compared to Autumn Term baseline. • Participate in daily whole class guided reading (VIPERS). • Confidence levels and reading engagement improve with targeted pre-teaching. <p>Children have access to a range of reading books that match their phonics level.</p>

<p>Promote better attendance rates - Children attend school in line with the national average for Pupil Premium Children.</p>	<ul style="list-style-type: none"> • Attendance for PP children is over 97% to maximise learning opportunities. • Surveys report children enjoy coming to school. • Pupil Premium Children's attendance is in line with whole school attendance. • Early intervention from Family Support Worker improves school attendance and maintains and effective relationship with parents. • Impact of COVID-19 school closures is minimised
<p>To provide varied enriching activities (spiritual, moral, social or cultural opportunities) and to all PP children who may be disadvantaged.</p>	<ul style="list-style-type: none"> • All children have access to extra-curricular activities. • Children engage in a variety of experiences at school. • Support for some children to attend breakfast and after school club to support attendance and family circumstances. • Support for some families to attend holiday clubs to maintain routine and contact. <p>Lessen the impact of COVID-19 on children's access to enriching opportunities.</p>
<p>Children with SEMH needs make good progress and support impacts positively on attainment for these children.</p> <p>Levels of pupil well-being are high and children are emotionally literate.</p>	<ul style="list-style-type: none"> • CPD training enables staff to identify SEMH needs and appropriate intervention. • Introduction and training of a Mental Health Lead to develop a school wide approach to support children with SEMH impacts on all pupils positively. • Evidence of successful interventions and their impact on attainment and progress. • Early identification leads to SEMH support from partnerships with external agencies. • Children have access to Motional via an internal referral process from Year 1 to Year 4.

	<ul style="list-style-type: none"> • Trained Teaching Assistants deliver sunshine Circles in EYFS and Year 1 to develop emotional literacy.
<p>Children in EYFS make good or better rates of progress from their starting points.</p>	<ul style="list-style-type: none"> • Staff use Tapestry to record a child's experiences, development and learning journey through their early years. • Staff report progress termly and discussions between the school leadership team and teaching staff inform next steps. • Children develop school readiness in Chimneytots and there is a smooth transition into Reception. • Children are supported by SENDCo to identify and support early language needs. • Staff will engage in staff development with learning embedded in pedagogical practice. • Staff will impact on progress by through their interactions with children SEMH activities such as Sunshine Circles in reception.

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: £ 103,903.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of Quality First Teaching</p> <p>Subscription to National College to provide access to bespoke CPD £3,240.00</p> <p>Staff training linked to school development plan with a focus on developing pedagogy and pupil progress</p> <p>Targeted CPD for teaching assistants to support delivery of interventions and small group teaching</p> <p>Mentoring of new staff and ECT is supportive and</p>	<p><i>OFSTED report The Pupil Premium: how schools are spending the funding successfully.</i></p> <p><i>The EEF Guide to Pupil Premium-Autumn 2021</i></p> <p><i>Third Learning Space: Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class.</i></p> <p><i>EEF Toolkit, Feedback (+8months), Mastery Learning (+8 months), Metacognition and self-regulation (+ 7 months), early years interventions (+5 months)</i></p> <p><i>EEF Making best use of teaching assistants - Guidance report ; One of the main recommendations Improve the impact of teaching assistants and specialist support staff</i></p> <p><i>Ofsted reports on Pupil Premium 2012 an Maximising Achievement 2013</i></p> <p>.</p> <p><i>Sutton Trust What makes Teaching Great (2014)</i></p> <p><i>NFER Recovering from COVID-19 - What Pupils and Schools need now</i></p>	1,2,3,4

develops skilled teachers.		
Employ three staff to deliver Motional Therapy across both school sites £68,769.00	EEF Research: Social and Emotional Learning (+6 months) SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	1,2,3,4
Employ a reading recovery teacher to provide targeted interventions and co-ordinate Accelerated Reader £31,894.00	EEF Research: Accelerated Reader (+5 months), 1:1 Tuition (+5 months) Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.	1,2,3,4

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

Budgeted cost: £ 32,561.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA Provide 15 minutes of 1:1 reading daily for targeted children	<i>EEF Research: Reading Comprehension Strategies (+6 months), 1:1 Tuition (+5 months)</i>	1,2,3,4
Pre - teaching maths to targeted children Year 1 - 4	EEF Toolkit - TA Interventions (+4 months) <i>Pre-teaching prevents/minimises experiences of 'failure' in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006)</i>	1,2,3,4
Phonics Intervention Groups Reception - Year 4	EEF Toolkit - Phonics (+5 months) <i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i> EEF Toolkit - TA Interventions (+4 months) <i>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</i>	1,2,3,4
Play Therapy, Lego Therapy,	EEF Toolkit - TA Interventions (+4 months) <i>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</i> EEF (+7 months) Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning	1,2,3,4

Speech, Language and phonics interventions in Reception including Wellcomm programme X 2 Intervention TA's	EEF Toolkit - Phonics (+5 months) <i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i>	1,2,3,4
--	---	---------

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

Budgeted cost: £ 61,678.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Motional Therapy resources to support children identified as having SEMH £1000.00	EEF Research: Social and Emotional Learning (+6 months) It is based on Professor Jaak Panksepp's research on emotional systems in the brain and extensive research, studies and expertise in executive functional skills. It can record ACE and Protective Factor scores where required and gives staff a whole-brain picture of students' mental health and wellbeing.	1,3,4
Deliver Sunshine Circles in EYFS and Year 1 to support SEMH 20 mins per day x 8 classes £28,106.00	EEF Research: Social and Emotional Learning (+6 months), Self-regulation Strategies (+ 5 months) Whitburn Village Primary Case Study, Originally funded as Local Authority Pilot, MMVCS have continued with Sunshine circle since Early Year and Year 1 delivered by Teaching Assistants.	1,2,3,4
Provide a variety of accessible extra-curricular and enrichment activities throughout the year. £500.00	EEF Research: Meta-cognition and Self-Regulation Learning Guidance Report <i>Activating prior knowledge creates a platform to build upon. It enables</i>	1,3,4

	<p>children to transfer information from working memory to long term memory. Through increased real-life experiences, strategically planned into the curriculum, children will be exposed to new concepts, scenarios, environments, people, ideas and artefacts. Children will then be able to make cognitive links to prior knowledge and build upon this to move from novice to expert learners.</p>	
<p>Tuesday Clubs £500.00</p>	<p>EEF Research: Social and Emotional Learning (+6 months) Providing opportunities to join a range of sports, crafts, games activities. Build on peer relationships and social interaction.</p>	1,3,4
<p>Payment for Breakfast Club and After school Club Places £1000.00</p>	<p>EEF Guidance Report: The EEF Guide to Pupil Premium Providing support for low-income families to continue to work. Opportunities to engage in social and emotional learning with peers</p>	1,2,3,4
<p>Support with uniform costs or school meals £250.00</p>	<p>Supporting families with school uniform can improve attendance and ensure the child has a sense of belonging and community. The school also offers all parents the opportunity to purchase pre-loved uniform from the PTA.</p>	1,3,4
<p>Employ a part time Family Support Worker to provide targeted support in a range of issues that impact on children's development and well-being. £30,322.00</p>	<p>EEF Research: family engagement and crisis support (+3 months), Early Year Toolkit (+4months) Intensive programmes for disadvantaged families or families in crisis, for example, through schools appointing a family liaison Clay home visits or other targeted approaches.</p>	1,2,3,4

Total budgeted cost: £ 198,142.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

Statutory assessments at the end of the 2023-24 academic year suggest that the attainment gap between PP and Non-PP has continued with 50% Pupil Premium Children achieving GLD compared to 75% Non-PPG at the end of EYFS. This could partly be due to 67% of the pupils also having a SEND need, with 22% already having an EHCP. However, it also highlights issues around language and communication and focus and attention.

Phonics Screening results indicate the attainment gap for PPG and Non-PPG children in Y1 continues with 50% of Pupil Premium children achieving a pass mark compared to 75%. 40% of the PP children not achieving the pass mark also have SEND.

Attendance in 2023/24 was 92% for PPG and 95% for Non-PPG at MMVCS. In comparison to the previous year there is a reduction in the gap between PPG and no-PPG although there continues to be a difference. Persistent absence was 24% for PPG and 8% for Non-PPG. Comparing PPG PA data to the previous year does show a reduction (-3%) however there continues to remain a significant difference between PPG and no - PPG when comparing Persistently Absent data.

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health have been significantly impacted over the last couple of years,

primarily due to COVID-19-related issues. We have seen an increase in the number of children being supported at Early Help and Early Help Plus level. The impact has been particularly acute for disadvantaged pupils. We have used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan and discussed above

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.