

Pupil premium strategy statement – Marshgate Primary School

This statement details our school's use of pupil premium for the 2025 to 2026 academic year this funding is used 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Marshgate Primary School
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	7.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25, 2025-26 2026- 27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Laura Brooks, Interim Head Teacher
Pupil premium lead	Nikki McClenning, PPG Lead
Governor / Trustee lead	Ryan Buckingham

Funding overview

Detail	Amount
Total budget for this year If your school is an academy in a trust that pools this funding, state the amount available to your school this year	£ 37,875

Part A: Pupil premium strategy plan

Statement of intent

At Marshgate Primary School, our vision underpins everything we do. We want every child to be inspired and inspiring.

Excellence, the continual raising of standards and the achievement of full potential for every child are our overriding priorities. Self-respect and respect for others and their views are our core values. These values underpin a culture of inclusion, high expectations and lifelong learning, where every child is encouraged to be confident, resilient and responsible, and to contribute positively to their community.

We are committed to fostering an ethos that promotes positive attitudes and relationships, enabling every child to achieve their full potential irrespective of culture, religion, ethnicity, gender or disability.

We ensure that every child develops the knowledge, skills and attitudes needed for future success through a high-quality, broad and balanced curriculum. Our learning environments are safe, supportive and aspirational, enabling children to feel self-confident, happy and secure.

We aim to develop each child's learning disposition by nurturing resilience, curiosity, creativity and a love of learning, empowering them to become lifelong learners. We promote autonomy through the development of co-operation, respect for others, self-reliance and responsibility.

Our strategy for disadvantaged children places a strong emphasis on nurture and wellbeing, supporting the development of self-esteem, confidence and resilience. Alongside this, we ensure consistently high-quality teaching so that all children can access learning within and beyond the classroom and achieve without barriers.

Targeted support is provided through carefully planned interventions, both within the classroom and in addition to classroom learning. We also offer wider opportunities, including access to clubs, school visits and residential journeys, so that all pupils can benefit from enriching experiences.

Our aim is for every child to feel supported and nurtured. We work proactively to minimise barriers to learning and provide meaningful opportunities for success for all.

Challenges

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

Challenge number	Detail of challenge
1	<i>Reading attainment and having access to vocabulary rich texts has been identified lower for disadvantaged pupils.</i>
2	<i>Engaging families and children to participate in enrichment opportunities</i>
3	<i>Ensuring pupils can complete homework in line with their peers in order to consolidate learning.</i>
4	<i>Providing rigorous support for SEMH (Social, Emotional and Mental Health) of our disadvantaged pupils</i>
5	<i>Some disadvantaged pupils also have special educational needs (16% on SEND register). Some disadvantaged pupils are multilingual learners (55% EAL).</i>
6	<i>To maintain an upper trajectory of attendance for disadvantaged pupils</i>
7	<i>Limited exposure to high quality vocabulary required of the current curriculum, which impacts negatively upon progression in English writing and oracy throughout the school.</i>

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.

Enrichment opportunities for all	High uptake (90%) of PPG pupils to attend an after-school activity club (all years) residential visits (Year 4 and 6 only) and school visits (all years) over the course of the academic year. This will also help with attendance.
Access to technology for all	PPG pupils to have access to a device for education at home or to have access to homework club.
A love of reading	PPG pupils have weekly opportunities to engage in vocabulary rich text with an adult and have access to high quality texts.
Development of vocabulary and increased confidence in lessons	Through observations and book scrutinies the pre-teaching of vocabulary is having an impact on confidence and engagement 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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To have at least one or more LSP (learning support practitioner) in each year group to timetable extra support for disadvantaged pupils in maths and English lessons through in-class support or small group teaching.	Education Endowment Foundation research points towards the positive impact of additional adult support, in class, to raise pupil progress as part of quality-first teaching.	(1, 2 and 5)
Additional teacher in Y6 (Lead Practitioner) allowing smaller class sizes for the core subjects.	Reducing class size is recognised by the Education Endowment Foundation as a method to increase pupil progress for all as part of Quality-first teaching as it enables teachers to increase the quality and quantity of interactions and feedback. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	(1,2 and 5)
Lead Practitioner in place to support professional development, training and support for early career teachers, along with recruitment and retention.	Spending on developing high quality teaching may include investment in ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. The EEF Guide to the Pupil Premium—Autumn 2021	((1,2, 3, 4 and 5)
Full-time out of class SENDCo in place to support professional development and training for staff and to support disadvantages SEND pupils with one-to-one or small group interventions.	One to one support on a regular basis - in short sharp bursts - is proven to be one of the most effective forms of catch up.	(1 and 5)

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

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group phonics and reading intervention for KS1	One to one/small group support on a regular basis -in short sharp bursts - is proven to be one of the most effective forms of catch up. <i>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</i> —Closing the attainment gap: key lessons learned in the EEF’s first six years (2018).	(1 and 5)
One-to-one reading with an LSP twice a week (in addition to daily reading in the classroom) to develop love of reading and ensure progress in reading. 2 x15 minute sessions a week	Teaching reading comprehension is recognised by the Education Endowment Foundation as a method to increase pupil progress when it supplements traditional teaching. <i>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</i> —Closing the attainment gap: key lessons learned in the EEF’s first six years (2018).	(1 and 5)
Booster group tutoring for Y6 pupils for reading, GPS and Mathematics. (1 hour after school from January to May)	Small group tuition sessions led by a class teacher is recognised by the Education Endowment Foundation as a method to increase pupil progress. <i>There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students</i> —EEF Guide to Pupil Premium (2019) Very positive feedback form teachers, pupils, parents re interventions	(1,2 5 and 6)
Small group pre-teaching of vocabulary to develop oracy skills.	Pre-learning / Pre-teaching and over learning are effective in giving the PPG children a ‘head-start’ on learning, particularly, in the teaching of key vocabulary and new units of work. PPG children are able to	(1 and 5, 7)

	access learning more quickly, allowing them to make rapid progress in lessons.	
Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. The EEF Guide to the Pupil Premium	(1, 2, 5 and 7)
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND or children who have English as an additional language.	Disadvantaged pupils with SEND and/or MLL have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.	5

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fully funded after-school club each week The curriculum is enhanced for all irrespective of family financial background All children develop their cultural capital equally	The EEF Guide to the Pupil Premium participation has been shown to have moderate impact for low cost (EEF toolkit). Good for attendance Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved outcomes. The EEF Guide to the Pupil Premium Wide range of clubs offered: cookery, sports, drama, knitting, M-Tech, choir	(2 and 4)

Part-funding for residential trips and educational school visits.	Outdoor adventure learning is recognised by the Education Endowment Foundation as a method to increase pupil progress.	(2 and 4)
Funded free school meals	Evidence suggests that pupils who are well-nourished perform better academically	(1 and 2)
<i>SEMH (Social, Emotional and Mental Health)</i> support through relationship-based behaviour strategies. ELSA, Riverbank Trust and Kick London.	Relationship-based behaviour strategies enables access to academic learning.	(1,2 and 4)
Homework club to support those children who do not have access to technology to complete homework or families who struggle to dedicate adequate time at home to consolidate learning.	Use of technology for learning is recognised by the Education Endowment Foundation as a method to increase pupil progress when it supplements traditional teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	(3,5 and 6)
Attendance monitoring	Parental engagement has moderate impact for low cost (EEF toolkit)	(2,3 and 6)
Music therapy for PPG pupils from Y1-Y6	Support children with social & emotional concerns - led by highly skilled music leader Music is proven to be good for focus, confidence and self-esteem.	(4 &6)
All pupils have logins for Times Tables Rockstars, Dynamo for Maths and English and My Maths.	Use of technology for learning is recognised by the Education Endowment Foundation as a method to increase pupil progress when it supplements traditional teaching.	(1 & 3)
Providing further opportunities to use the school library to ensure that have access to rich and engaging texts. Library open at lunchtime. All pupils having reading for pleasure sessions every week.	Reading rich texts helps children to develop their vocabulary and oracy skills.	(1 &5)

Support with school uniform and stationery for lessons. Support with transition to secondary school with end of year hoodies, yearbooks.	Ensure pupils can access lessons without pastoral or confidence issues. School uniform EEF	(2,4 &6)
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Total budgeted cost: £60,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

SEMH (Social, Emotional and Mental Health) support has been highly effective this year through relationship-based behaviour strategies such as ELSA, Riverbank Trust and Kick London and music therapy sessions. Pupil voice showed these strategies enabled PPG children to feel more confident when approaching their academic learning.

Regular targeted small group phonics and reading intervention in KS1 proved to be one of the most effective forms of catch up. Early phonics is strong in KS1 and is being led effectively across the key stage.

Through one-to-one reading sessions outside the classroom, pupils benefited from individual support and opportunities to talk, leading to increased confidence and resilience.

Whole school development aims with a focus on reading for pleasure ensured that all classrooms had provision in place for the lowest 20% of readers in each class. Pupils had weekly opportunities to visit the school library thus instilling a love of reading.

Class teachers use the Complete Comprehension scheme which has been effective in developing pupils' understanding of texts.

Attendance at after-school clubs and educational trips enabled Pupil Premium children to access wider opportunities, build confidence and social skills, and develop a greater sense of belonging within the school community.

To assess pupil progress, Marshgate uses White Rose assessments for mathematics and NFER assessments for reading and grammar, punctuation and spelling (GPS).

Writing is assessed through teacher assessment. In Year 6, pupils are assessed using national SATs tests. In Year 1, pupils complete the Phonics Screening Check, and in Year 4, pupils complete the Multiplication Tables Check.

Reception children are assessed through teacher assessment against the Early Learning Goals (ELGs).

Due to our low pupil premium numbers, we will not be publishing assessment data to ensure that children are not identified. If you would like more information on this, you can contact the head teacher.

Wider strategies	The school has a great number of wider strategies in place to support all pupils, and the benefits are detailed below. • Access to technology – through Homework Club. Monitoring shows that children are logging into maths and English websites to enhance their learning. Feedback from staff is this is having a positive impact on pupils. • Emotion well-being – All pupils that needed support had either Riverbank, Elsa, Kick London or Music Therapy sessions. Pupil voice shows the children have developed in confidence. • All PPG pupils in Years 3,4 and 5 accessed swimming lessons. Children on-track to be able to complete 25m by the end of Y6. Children in Y6 offered additional swimming lessons if needed. • Residentials/School visits: ○ 6/7 PPG pupils had a fully/part funded place for Sayers Croft ○ 4/6 PPG pupils attended Barton Hall with a part-funded/fully funded place ○ Children from YR to 6 participated in all educational visits linked to their learning. • After-school clubs: ○ In the autumn term, 83% disadvantaged pupils attended school-funded after-school clubs. ○ In the spring term, 79% disadvantaged pupils attended school-funded after-school clubs. ○ In the summer term, 90% disadvantaged pupils attended school-funded after-school clubs. All pupils from Y1-6 were offered a club of their choice, and encouraged, to but some declined the offer. • Pupils having opportunities to visit the school library, with and adult, to gain access to high quality texts. • Pupils given support with stationery and school uniform when needed. • Y6 supported with end of primary transition – yearbooks, hoodies • PPG pupils' attendance was 93.1%
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Externally provided programmes

Programme	Provider
Emotional well-being	Riverbank Trust
Emotional well-being and coaching	Kick London
Sing Up	Music
Jigsaw	PSHE

