



Pupil premium strategy statement



Marden Vale CE Academy

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Marden Vale CE Academy
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Clare Murray
Pupil premium lead	Louise Scrivens
Governor / Trustee lead	Lorraine Schulze

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,355
Recovery premium funding allocation this academic year	Recovery Premium -£0 School led tutoring - £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£107,355

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for pupils entitled to Pupil Premium at Marden Vale are to ensure that pupils are given appropriate academic, social and emotional support while being provided with opportunities to enrich their educational and expand their experiences. Our ongoing focus remains narrowing the gap between PP and non-PP learners in all core subject areas through quality first teaching, carefully considered provision and relevant and impactful resources. Provision focuses on academic support, enrichment opportunities, social and emotional support, and wellbeing. This year, there will be a clear focus on improving early reading and reading skills across the school.

Challenges

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

Challenge number	Detail of challenge
1	Parental engagement – relationships need to be built with our disadvantaged pupils and often their families in order to best understand what their own barriers for learning and attainment might be and how we can enable them to overcome them.
2	English and maths skills – on entry attainment of disadvantaged pupils in core subjects is not in line with non-disadvantaged children and they are working below national expectations.
3	Speech and language – disadvantaged pupils' speech and language skills are poor when they enter school and not in line with non-disadvantaged children and they are working below national expectations.
4	Attendance – the family lives of some our disadvantaged pupils can lead to them not being ready to learn when they enter school and attendance can be a key challenge.
5	High proportion of eligible families with current or recent social care involvement

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
To ensure disadvantaged children are making accelerated progress therefore narrowing the gap with non-disadvantaged children nationally.	Data will show that children who are in receipt of PPG progress will be in line or higher than those who are not in receipt. This will be in line with their starting points.
By the end of EYFS, disadvantaged children will be in line with their peers in speech and communication aspects of the EYFS framework	Language focused curriculum in EYFS with a language heavy environment will be evident. Speech and language provision planned throughout EYFS and into KS1. DSAT EYFS curriculum implemented. Little Wandle, phonics programme embedded and data shows all children have made progress.
Attendance has improved so that it is in line with or above the National Average	<p>The number of unauthorised absences has fallen</p> <p>The attendance is in line with or above the national average</p> <p>The involvement of the EWO has decreased due to higher attendance</p> <p>Weekly attendance awards in school.</p>
Thrive strategies are evident in all classrooms	<p>Careful monitoring of behaviour on Arbor shows a decrease in high level behaviour incidents.</p> <p>The Thrive approach is having a significant impact across the school and children talk positively about their experiences in school</p>
Parental engagement has increased	<p>Parents feel supported by the school</p> <p>Parents are well-informed about their child's progress and attainment</p> <p>Parents know how to support their children at home</p>

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: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all staff across the school have received bespoke training to effectively teach phonics, early reading and reading across the school.</p> <p>Purchasing more phonics / fluent reading resources to ensure consistently high quality teaching across KS1 and Year 3</p>	<p>The Education Endowment Foundation's Research shows that ... Quality first teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p>	<p>2 and 3</p>
<p>Develop work within the maths hub to further develop and embed maths mastery approach. To develop problem solving, reasoning and maths talk consistently across all year groups.</p> <p>Ensure all staff across the school have received bespoke training to effectively teach maths interventions and mastering number</p>	<p>The Education Endowment Foundation's Research shows that ... Quality first teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p>	

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted monitoring of teaching and provision in class for all children, but particularly the disadvantaged.	<p>We recognise that in order for the new initiatives in school to become fully embedded and transformational for all pupils, rigorous monitoring is vital. The focus for any book looks or classroom monitoring will be how these children are learning, making progress, and achieving.</p> <p>The bottom 20%, many of whom are PP, will be tracked carefully across the entire school for their reading progress.</p> <p>We know from the DfE published 'reading Framework' that ability at reading in school is a direct indication of future financial security and well-being. Therefore, money will be targeted towards closing the gap and allowing these children to succeed.</p> <p>http://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	
CPD – all teaching and support staff to be trained using the 'Walkthrus's' tool to support quality first teaching	Walkthrus's is a highly evidenced-based resource, which takes the research of closeto 40 educational practioners that review large number of effective and impactful teaching approaches, to create an index of best practice. (Sherrington and Caviglioli 2020)	
CPD for pastoral team – thrive approaches and sand therapy training	A 2018 review of published policies and information-Mental health and wellbeing provision in schools-was commissioned in response to the Green Paper 'Transforming children and young people's mental health provision'. This review included Thrive as an initiative that supports and promotes positivemental health. (DfE 2018).	

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

Budgeted cost: £30,248

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions being delivered 3 x week to ensure children achieve ARE at the end of the academic year in maths	Based on the research finding of John Dunford 'using the pupil premium effectively: an evidence based approach to closing the gap'. The Education Endowment Foundation's Research shows that ... There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students.	2,3 and 4
Structured interventions being delivered 3 x week to ensure children achieve ARE at the end of the academic year in reading	Based on the research finding of John Dunford 'using the pupil premium effectively: an evidence based approach to closing the gap'. The Education Endowment Foundation's Research shows that ... There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students.	2,3 and 4
Structured interventions being delivered 3 x week to ensure children achieve ARE at the end of the academic year in writing	Based on the research finding of John Dunford 'using the pupil premium effectively: an evidence based approach to closing the gap'. The Education Endowment Foundation's Research shows that ... There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students.	2,3 and 4

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

Budgeted cost: £55,307

Activity	Evidence that supports this approach	Challenge number(s) addressed
To utilise our Thrive school status to support families to ensure equality of opportunities for all	A 2018 review of published policies and information-Mental health and wellbeing provision in schools-was commissioned in response to the Green Paper 'Transforming children and young people's mental health provision'. This review included Thrive as an initiative that supports and promotes positive mental health. (DfE 2018).	1,3,4 and 5
Early Help support	In 2018, the EEF published 'Working with Parents to Support Children's Learning' which focused on the relationship with parents and carers as a crucial aspect of home learning engagement and pupil motivations. Our PSA works closely with families in our community to support social and emotional needs, parenting and behaviour management issues in the home and to signpost to services which may offer financial and mental health support.	1 and 5
To engage families facing challenges to support, nurture and increase attendance.	Review of best practice in parental engagement (DfE 2010) details case studies of schools with a PSA compared to schools who do not. Schools with a PSA saw attendance increase along with parental engagement.	1,4 and 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support / Chaplaincy support	The EEF looked at improving the social and emotion learning in the primary school and highlighted the importance of quality SEL, but additionally, early and intensive interventions for pupils who need additional and targeted help. At Marden Vale this is offered by our pastoral team. In addition to ELSA, pupils are able to access mentoring from staff at The Bridge project.	1,3,4 and 5
Running of parental workshops	Involving parents in education benefits their children's academic outcomes. Encouraging parental engagement can include workshops to improve literacy or IT skills, general approaches such as encouraging parents to read with their children as well as more intensive programmes for families in crisis.	1

Total budgeted cost: £89,055

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 2023 to 2024 academic year.

Disadvantaged pupil progress score for last academic year:

Measure	Score
Reading	+0.1
Writing	+0.1
Maths	0.0

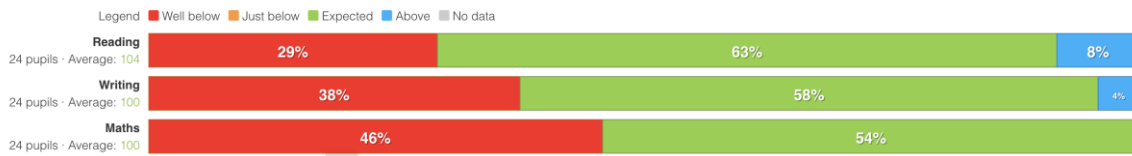
Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	38%
Achieving high standard at KS2	0%

Data: Year 6:

Attainment Overview for Pupils (from 2023-2024) in Year 6 - 2023-2024 Summer - SAT Scaled Score

Print



Attainment Overview for Pupils (from 2023-2024) in class Kingfisher - 2023-2024 Summer - SAT Scaled Score

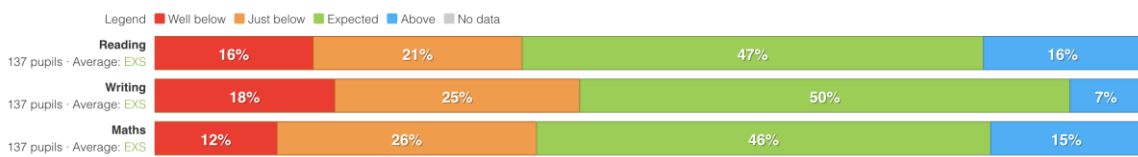
Print



Whole school

Attainment Overview for Pupils (from 2023-2024) in Years 1-6 - 2023-2024 Summer - Main Assessment

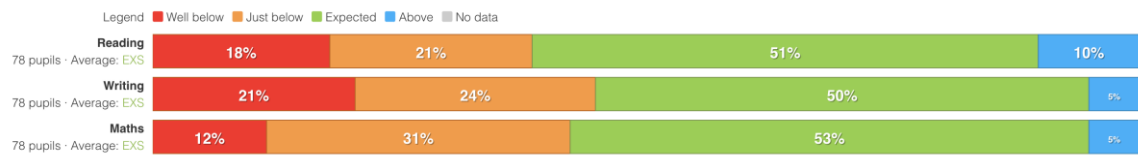
Print



Disadvantaged

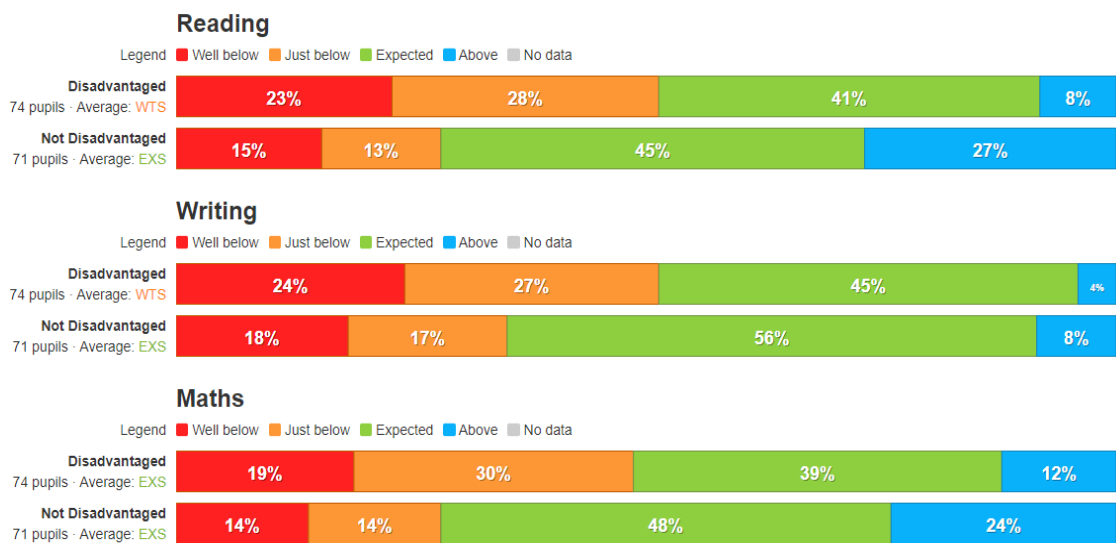
Attainment Overview for Pupils (from 2023-2024) in Years 1-6, who are disadvantaged - 2023-2024 Summer - Main Assessment

Print



Attainment Overview for Pupils (from 2022-2023) in Years 1-6 - 2022-2023 Summer - Main Assessment

Print



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rock Star	Maths Circle
Numbots	Maths circle

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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