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	145
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Louise Scrivens
Pupil premium lead	Louise Scrivens
Governor / Trustee lead	Lorraine Schulze

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,145
Recovery premium funding allocation this academic year	£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	£127,145

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. We are committed to ensuring that disadvantaged pupils, including those who are also identified as SEND, have equal access to high-quality teaching, targeted support and enriching experiences that enhance cultural capital, broaden aspirations and enable every child to flourish academically, socially and emotionally.

Challenges

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

Challenge number	Detail of challenge
1	Low Starting Points and Educational Gaps Assessment and baseline information indicate that some disadvantaged pupils enter school with knowledge, skills and experiences below those typically expected for their age, particularly in communication and language, early literacy and mathematics. In addition, some disadvantaged pupils join the school through in-year transfers and require support to close gaps in learning and successfully access the curriculum.
2	Additional Needs and SEND A significant proportion of disadvantaged pupils are also identified as having SEND. These pupils require highly adaptive teaching, targeted interventions and additional support to overcome barriers relating to cognition and learning, communication and interaction, and social, emotional and mental health needs

3	Attendance, Wellbeing and Family Circumstances Some disadvantaged pupils experience social, emotional or family challenges which can impact attendance, engagement, behaviour and readiness to learn. A small number of pupils require additional pastoral support and multi-agency involvement to overcome barriers to success
4	Parental Engagement and Partnership Some disadvantaged families face barriers that can affect engagement with school and their ability to support learning at home. Strong relationships between home and school are essential to remove barriers and ensure pupils thrive
5	Limited Cultural Capital and Enrichment Opportunities Many disadvantaged pupils have fewer opportunities to access experiences beyond their immediate local community. Limited exposure to cultural, sporting, artistic and educational experiences can affect vocabulary development, aspirations, confidence and understanding of the wider world
6	Financial Barriers to Full Participation The cost of school uniform, trips, residential visits, clubs, music tuition and curriculum enrichment activities can prevent some disadvantaged pupils from accessing the full range of opportunities available in school

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
Low starting points and educational gaps Disadvantaged pupils, including those joining the school mid-year, make strong progress from their individual starting points and achieve outcomes that are increasingly in line with their peers	• Disadvantaged pupils make at least expected progress in reading, writing and mathematics. • Attainment gaps between disadvantaged pupils and their peers diminish over time. • In-year admissions settle quickly and demonstrate good academic progress from their starting points. • An increasing proportion of disadvantaged pupils achieve age-related expectations and are well prepared for their next stage of education
Additional Needs and SEND Disadvantaged pupils with SEND successfully access the curriculum and make strong progress through high-quality teaching and evidence-based targeted support.	• Disadvantaged pupils with SEND make strong progress from their individual starting points. • Teachers consistently use adaptive teaching strategies to enable pupils to access learning successfully. • Early identification and intervention effectively address additional needs. • Pupils with SEND demonstrate increased independence, confidence and engagement in learning
Attendance, Wellbeing and Family Circumstances Disadvantaged pupils attend school regularly, feel safe and supported, and are fully engaged in their learning.	• Attendance rates for disadvantaged pupils improve and remain close to national averages. • Persistent absence among disadvantaged pupils reduces. • Pupils access appropriate pastoral and family support when needed. • Improved wellbeing enables pupils to engage successfully with learning and school life

Parental Engagement and Partnership Parents and carers are active partners in their children's education and engage positively with school support and communication.	• Increased parental engagement with meetings, workshops and school communication. • Families access support at an early stage when concerns arise. • Parents report increased confidence in supporting learning and attendance
Limited Cultural Capital and Enrichment Opportunities Disadvantaged pupils develop the knowledge, experiences, aspirations and cultural capital required to succeed in school and beyond	• All disadvantaged pupils access a broad range of enrichment opportunities. • Participation in educational visits, residentials, clubs, performances, sporting activities and wider curriculum experiences increases. • Pupils demonstrate improved confidence, vocabulary and knowledge of the wider world. • Pupils can discuss future aspirations and opportunities beyond their local area with increasing confidence
Financial Barriers to Full Participation Financial disadvantage does not prevent pupils from fully participating in all aspects of school life.	• All pupils are able to access key educational visits, residential experiences and curriculum-enhancing activities. • Increased participation in clubs, music tuition, sporting opportunities and wider enrichment. • Families receive timely support with uniform and other essential school costs. • Disadvantaged pupils participate in school opportunities at rates comparable to their peers.

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: £57,757

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain favourable class structures and staffing	Maintain current class organisation and staffing model to ensure smaller teaching groups and increased adult support. This enables teachers to provide responsive teaching, immediate feedback, adaptive practice and targeted scaffolding for disadvantaged pupils including those with SEND.	2 and 3
High-quality professional development	The EEF states that high-quality teaching has the greatest impact on improving outcomes for disadvantaged pupils. High-quality professional development, including instructional coaching through WalkThrus and Steplab, supports teachers to embed adaptive teaching, effective feedback, metacognitive approaches, explicit vocabulary instruction and SEND-informed practice, leading to improved pupil attainment and engagement	1 and 2

Early Reading and Language Development	The EEF highlights phonics, oral language interventions and communication and language approaches as effective strategies for improving outcomes for disadvantaged pupils. Investment in Little Wandle resources, high-quality texts, vocabulary development, oracy and early language support helps pupils develop the reading, language and communication skills that underpin success across the curriculum.	1, 2 and 3
Curriculum enrichment through teaching	Disadvantaged pupils may have less access to wider cultural and educational experiences. Providing rich curriculum resources and planned enrichment opportunities helps build background knowledge, vocabulary, cultural capital and aspirations. Research indicates that broadening pupils' experiences can improve engagement with learning and support success across the curriculum.	1, 5 and 6

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

Budgeted cost: £32,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Phonics Interventions	The EEF identifies phonics as one of the most effective approaches for improving early reading outcomes. Little Wandle Keep-up and Rapid Catch-up interventions provide targeted, evidence-informed support that is closely matched to classroom teaching, helping pupils quickly close gaps in phonic knowledge, improve reading fluency and achieve age-related expectations.	1 and 2
Targeted SEND and Learning Interventions	The EEF recommends the use of evidence-based interventions that are targeted to identified needs and delivered alongside high-quality teaching. Precision Teaching, NELI, targeted language interventions and structured maths support have been shown to improve communication, literacy, numeracy and learning outcomes for pupils with additional needs. These approaches help disadvantaged pupils with SEND overcome barriers to learning and make sustained progress.	1 and 2
In-Year Admission Catch-Up	Disadvantaged pupils who join the school mid-year may face additional barriers relating to learning, attendance and social integration. Research highlights the importance of early assessment, targeted academic support and effective pastoral care in helping pupils settle quickly, access the curriculum and make strong progress from their starting points.	1,3 and 4

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

Budgeted cost: £36,838

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Family Support	EEF evidence highlights the importance of parental engagement, social and emotional learning and attendance in improving outcomes for disadvantaged pupils. Strong pastoral support, proactive attendance monitoring and effective Early Help coordination help remove barriers to learning, improve engagement and ensure pupils are ready to learn.	1,4 and 5
Cultural Capital and Enrichment	The EEF recognises that a broad and enriching school experience can support engagement, aspiration and learning. Subsidising educational visits, residentials, theatre trips, visitors to school and experiences beyond Calne helps disadvantaged pupils develop cultural capital, broaden their knowledge of the wider world and access opportunities that may otherwise be unavailable to them.	5 and 6
Participation and Inclusion Fund	The EEF recognises that participation in extracurricular activities, arts education and physical activity can improve engagement, wellbeing and personal development. Providing financial support for uniform, clubs, music lessons, sporting activities and curriculum events removes barriers to participation and ensures disadvantaged pupils can access the full range of opportunities available through school.	3, 5 and 6

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.	3 and 4

Total budgeted cost: £127,145

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.

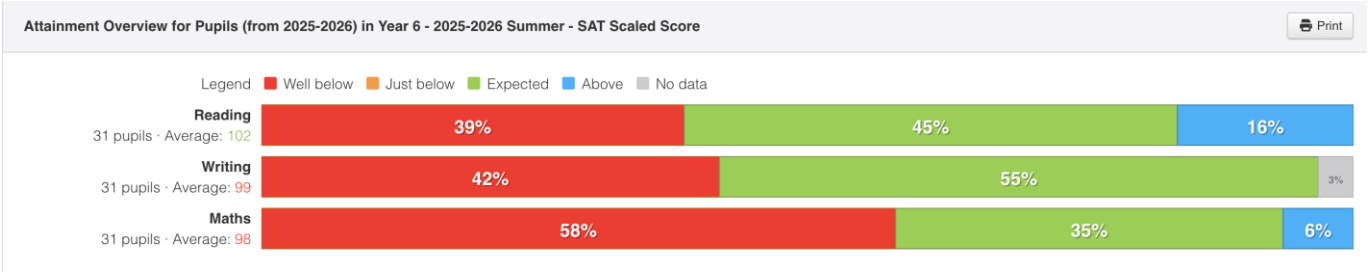
Disadvantaged pupil progress score for last academic year:

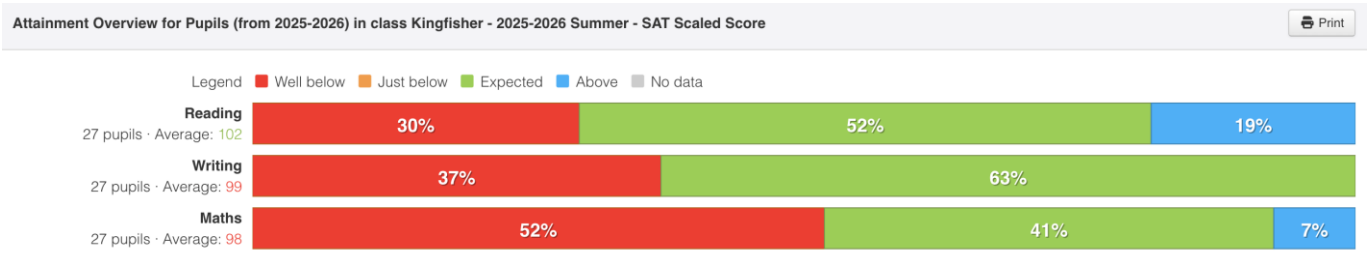
Measure	Score
Reading	+0.2
Writing	+0.2
Maths	+0.1

Disadvantaged pupil performance overview for last academic year

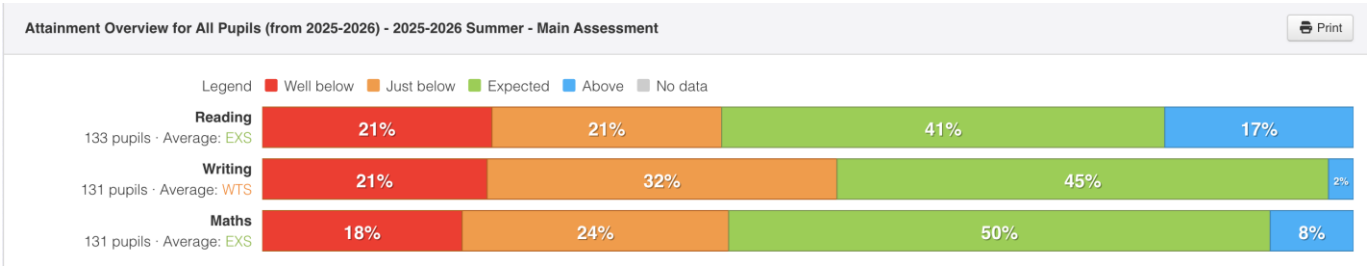
Measure	Score
Meeting expected standard at KS2	42%
Achieving high standard at KS2	0%

Data:

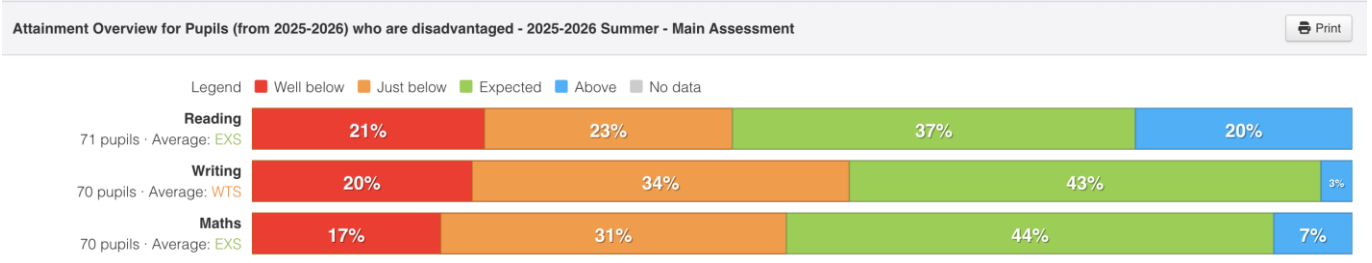




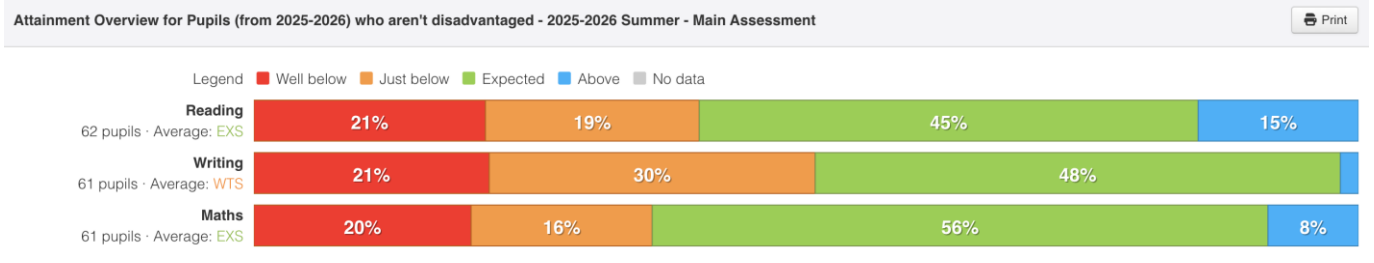
Whole school

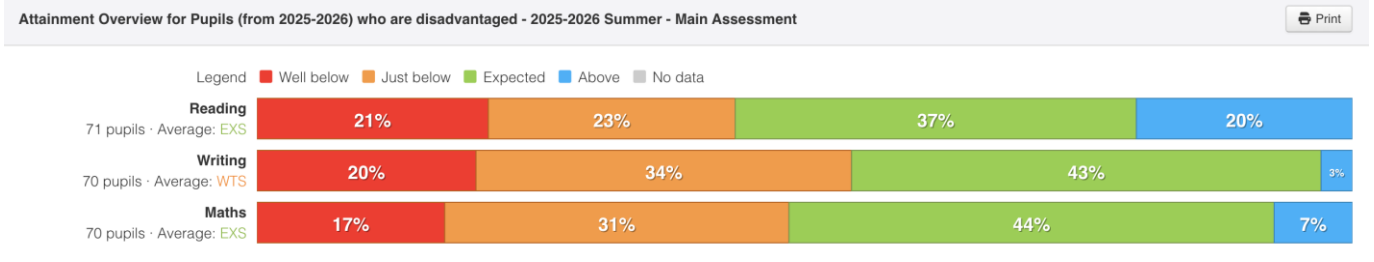


Disadvantaged



Attainment





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.