



# MBPS Pupil Premium Strategy Statement 2024

## Using the Pupil Premium Funding

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 effect that last year’s spending of pupil premium had within our school.

## Using Recovery Premium Funding

Schools should spend this premium on evidence-based approaches to supporting pupils. In line with the [Education Endowment Foundation’s pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Like the pupil premium, schools can:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding
- direct recovery premium spending where they think the need is greatest’

Also, please note the following in relation to reporting requirements:

‘Schools must show how they are using their recovery premium effectively:

- by reporting on their use of recovery premium as part of their [pupil premium strategy statement](#)

## School overview

Detail	Data
School name	Marus Bridge Primary School
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	16.8%



**Marus Bridge Primary School  
Pupil Premium Strategy 2024 - 2027**



Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	3 years
Date this statement was published	November 24
Date on which it will be reviewed	November 25 November 26 Final review November 27
Statement authorised by	MBPS Governors
Pupil premium lead	Ross Aldridge
Governor / Trustee lead	Rebecca Rive

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£94,036</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£1,978</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£96,014</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We have a strong belief that quality first teaching is the priority in ensuring our school meets the needs of all pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.

In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. Therefore, the disadvantaged funding is used to support any pupil or groups of pupils the school has identified as being disadvantaged.

Emphasis is placed on improving and investing in teaching and learning to ensure pupils are taught by highly skilled teachers, who are abreast of contextual research and in receipt of high-quality training. By providing the best teaching for all, we will be enhancing the provision of disadvantaged pupils and those eligible for the pupil premium grant.

Our aim is to ensure that provision is in place to help all pupils to achieve their potential by further increasing the focus on the progress and attainment of pupils who are in receipt of pupil premium grant, closing the attainment gap between themselves and their peers. Additionally, we aim to maximise the attendance of those in receipt of the pupil premium. As well as daily focus in the classroom, closely matched interventions and wider strategies will accelerate their learning.

### Challenges

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

Challenge number	Detail of challenge
1	Internal monitoring tells us that outcomes in Reading, for pupils in receipt of PPG, are below their peers in their current year groups.

2	Internal monitoring tells us that outcomes in Writing, for pupils in receipt of PPG, are below their peers in their current year groups.
3	Internal monitoring tells us that outcomes in Mathematics, for pupils in receipt of PPG, are below their peers in their current year groups.
4	Disadvantaged pupils often start school with more limited speech, communication and language acquisition when compared to their peers.
5	Reduced cultural and social interaction of disadvantaged pupils can impact on outcomes in the wider curriculum and their cultural capital.
6	Attendance of pupils in receipt of PPG is currently marginally lower than peers, impacting negatively on access, progress and attainment across the curriculum.

## 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.

Challenge number	Intended outcome	Success criteria
1 and 2	Over time, the gap in both Reading and Writing between PPG pupils and their peers in school closes so that they are broadly in line. (At EXS and GDS)	Outcomes in line with KS2 national averages in English reading and writing. PP pupils to achieve in line with non PP pupils. PP pupils to make expected progress in line with other pupils and interventions put in place from the start of the academic year. Outcomes will be measured via baseline assessments, assessment weeks, summative assessments, external provider assessment, observations in lessons inclusive of work scrutiny and through feedback systems. Pupils will be successful in making small steps of progress as well as larger steps.
3	Over time, the gap in Mathematics between PPG pupils and their peers closes so they are broadly in line. (At EXS and GDS)	Outcomes in line with KS2 national averages for mathematics. PP pupils to achieve in line with non PP pupils. PP pupils to make expected progress in line with other pupils and interventions put in place from the start of the academic year. Outcomes will be measured via baseline assessments, assessment weeks, summative assessments, external provider assessment, observations in lessons inclusive of work scrutiny and through feedback systems. Pupils will be successful in making small steps of progress as well as larger steps.

4	More pupils in receipt of PPG leave EYFS with higher outcomes in the prime areas.	Pupils communication, language and phonics acquisition by the end of EYFS is broadly in line with peers. PP pupils to make expected progress in line with other pupils and interventions put in place from the start of the academic year. Outcomes will be measured via baseline assessments, assessment weeks, summative assessments, external provider assessment, observations in lessons inclusive of work scrutiny and through feedback systems. Pupils will be successful in making small steps of progress as well as larger steps.
5	Pupils' engagement and understanding of the wider curriculum deepens over time.	Broader curriculum assessment data evidence outcomes for PPG in line with peers. Curriculum audits evidence increased retention of knowledge in the wider curriculum. PP pupils to make expected progress in line with other pupils and interventions put in place from the start of the academic year. Outcomes will be measured via a rigorous audit system, regular review of topics throughout the year, summative assessments, external provider assessment, observations in lessons inclusive of work scrutiny and through feedback systems. Pupils will be successful in making small steps of progress as well as larger steps.
6	The difference between children in receipt of PPG and their peers' attendance to be reduced and more aligned.	Analysis of attendance and punctuality shows comparable patterns of attendance and punctuality. The gap between the average attendance of those in receipt of PPG will become closer to that of their peers who are not in receipt of PP funding. Any children identified as having barriers which may cause low attendance will be identified and a plan of action put into place to help reduce absence.

## 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: £53,532

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school and targeted teacher CPD ensures teaching all day, every day is good or better.	CPD to support teachers on instructional teaching and teaching that supports long-term memory/recall correlates highly with outcomes for pupils (Visible Learning Plus, Hattie, 2017).	1,2,3,4 and 5
Continued roll-out of Soundwrite multi-sensory phonics programme and small group teaching.	Inspection feedback emphasised the need for increased consistency in teaching of phonics (OFSTED,2019) Soundwrite is a highly structured, cumulative, sequential, explicit and code-oriented instructional programme for teaching all children to read and spell. (Rose Report, 2006)	1,2 and 4
Routinely review EYFS physical learning environment and provision	Invest in professional development so that staff are skilled in (and make time for) the kinds of back-and-forth conversations and frequent book-sharing that researchers have called the “rocket fuel” of language development. (Spencer et al, 2016)	4
Embedding of the emotionally friendly school status and accredited training from associated professionals	Managing the emotions and mental health of pupils at school has good impact on outcomes for a relatively low cost. (EEF Toolkit, 2021)	1,2,3,4,5 and 6
Role of PP lead enables dedicated weekly support for teachers in gaining better outcomes for pupils.	CPD to support teachers on instructional teaching and teaching that supports long-term memory/recall correlates highly with outcomes for pupils (Visible Learning Plus, Hattie, 2017).	1,2,3,4,5
Fluency and oracy is a daily focus across whole school	The ability to speak eloquently, articulate ideas and thoughts, influence through talking, collaborate with peers, and have the confidence to express your views are vital skills that support success in learning and life in general. (Voice 21, 2019)	1, 2 and 4
Use of outside agency (The Literacy Company) to improve Writing standards, and the quality of Writing teaching	Learning to write well is essential to success in school. (The Education Hub, 2022)	2
Use of outside agency (First4Maths) to improve	[Through] effective engagement in lessons, children will make maximum progress and	3

Maths standards, and the quality of Maths teaching	develop a love and understanding of mathematics and its purpose in the real world. (First4Maths, 2024)	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Budgeted cost: £10,835**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS and KS1 phonics Soundwrite daily additional sessions.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupil. (EEF, 2021)	1,2 and 4
Welcomm speech and language assessment and intervention tool in place for EYFS	Early attention to spoken language, given the extensive evidence that weaker language skills predict low attainment for disadvantaged children (e.g. Spencer et al, 2016)	1,4
121/small group targeted Mathematics, Reading and Writing tutoring	Small group tutoring can increase learning by up to +4 months per year (EEF T+L toolkit, 2021). Reading comprehension strategies give high impact for low cost, with extensive evidence and +6 months progress (EEF Toolkit, 2021)	1, 2 and 3
Targeted small group Soundwrite phonics intervention, whole school	Soundwrite is a highly structured, cumulative, sequential, explicit and code-oriented instructional programme for teaching all children to read and spell. (Rose Report, 2006)	1,2 and 4
Weekly targeted tutoring in selected year groups in response to assessments	Small group tutoring can increase learning by up to +4 months per year (EEF T+L toolkit, 2021). Pupils who are behind in maths at primary school will find it harder to catch up with their peers by age 16 than those who are behind in other subjects, such as English (Centre for Education and Youth, 2021)	1 and 2

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

**Budgeted cost: £31,647**

Activity	Evidence that supports this approach	Challenge number(s)
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Monitoring of attendance and SLA support provided by LEA attendance officer and pastoral team	Increased attendance at school leads to increased social emotional and educational outcomes (EEF, 2021)	6
Breakfast club/craft and breakfast club	As well as reducing hunger, breakfast clubs were perceived to improve concentration and behaviour in class and to improve punctuality for some pupils. (Evaluation of Breakfast Clubs, DfE, 2017)	6
Targeted social and emotional pastoral support for pupils and families, via group and individual sessions, including liaison with external agencies.	Effective Social Emotional Learning in school can lead to learning gains of +4 months over the course of a year (EEF, 2021)	1,2,3,4,5 and 6
All trips and costed enrichment activities are subsidised to pupils in receipt of PPG	EEF toolkit states that outdoor adventure learning and curricular enrichment is moderate cost with moderate impact of +4 months. (EEF,2021)	5
Targeted supply of equipment free to all pupils in receipt of PPG (eg revision materials, spelling checkers and book bundles)	Resources for reading interventions shows to have high impact for low cost, +6 months (EEF Toolkit)	1,2,3, 4 and 5
Families open to Social Care, transport provided for PP children to attend school regularly	Increased attendance at school leads to increased social emotional and educational outcomes (EEF, 2021)	6
Homework club for disadvantaged pupils	Some pupils may not have a quiet space for home learning - it is important for schools to consider how home learning can be supported (EEF, 2023)	1,2,3 and 4
Disadvantaged pupils have priority access to clubs and enrichment opportunities offered to them within the school day/after school	There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. There is a small positive impact of physical activity on academic attainment (+1 month). (EEF, 2024)	5
Free healthy snack for all PPG	Children who eat breakfast, and who eat a better quality breakfast, achieve higher academic outcomes. (Journal of Public Health Nutrition, 2024)	6
Instruction of an independent Educational Psychologist)	[The work of an educational psychologist can drive] action by teachers and parents which create environments that bring about positive change in children. (Surrey CC, 2024)	4, 5 and 6





**Marus Bridge Primary School  
Pupil Premium Strategy 2024 - 2027**



**Total budgeted cost: £96,014**

## 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 2020 to 2021 academic year.

#### 2021-22

The number of pupils gaining GLD in Early Years was in line with national figures. The number of pupils passing the phonics screening check in Y1 was in line with peers and above national figures. By the end of Y2, all pupils passed the PSC. At KS1, a greater number of pupils in receipt of the pupil premium grant gained expected standard in reading and maths. In writing, attainment was broadly in-line with their peers. In Year 3, those in receipt of pupil premium performed in-line with their peers across all subjects. In writing, the number of pupils gaining EXS moved from 4 to 9. In Years 4 and 5, although the number of pupils gaining EXS is below that of their peers, the gap is closing across all subjects. In Year 6 (SATS), attainment in reading and maths was broadly in-line with that of their peers. In writing, the same pupils performed less well than their peers.

#### 2022-23

In EYFS, 100% of disadvantaged pupils achieved the expected standard in The Natural World ELG strand. In EYFS, disadvantaged children closed the gap between disadvantaged and other pupils, for example 67% of disadvantaged children achieved the expected standard in writing and other pupils 70%. In KS1 reading, disadvantaged pupils who got EXS are 58% compared to other pupils at 45%. In KS1 Maths, disadvantaged pupils who got EXS are 58% compared to other pupils at 57%. In phonics, 92% of disadvantaged pupils were at the expected standard which is only marginally less than 93% of other pupils. In the Y6 SATS, disadvantaged children closed the gap between disadvantaged and other pupils, for example the average reading scaled score for disadvantaged children was 104 and other was 107. Both at the EXS standard. Similarly, the average Maths scaled score for disadvantaged children was 104 and other was 108. Both at the EXS standard. In the Y6 SATS, 70% of disadvantaged pupils achieved the expected standard or above in Reading and Maths.

#### 2023-24

In EYFS, disadvantaged children closed the gap between disadvantaged and other pupils, for example 80% of disadvantaged children achieved the expected standard in 'Managing Self' and other pupils 83%. In EYFS, 60% of disadvantaged pupils achieved the expected standard in 'The Natural World' which is close to the LA 68%. In Year 1 phonics, 100% of disadvantaged girls are working at, compared to 75% in the LA and 74% nationally. In the Multiplication Tables Check, the average score was 23 which is higher than the LA average score of 19.3.

In the KS2 SATS, 64% of disadvantaged pupils achieved the standard in GPS compared to the national level of 59%.

In the KS2 SATS, 21% of disadvantaged pupils achieved the higher standard in GPS compared to the national level of 20%.

In the KS2 SATS, 21% of disadvantaged pupils achieved the higher standard in GPS compared to the national level of 20%.

In the KS2 SATS, 71% of disadvantaged pupils achieved the standard in Reading, compared to the LA of 64%.

In the KS2 SATS, 71% of disadvantaged pupils achieved the standard in Maths, compared to the LA of 63%.

In the KS2 SATS, 21% of disadvantaged pupils achieved the higher standard in Maths, compared to the LA of 14%.

In the KS2 SATS, 64% of disadvantaged pupils achieved the standard in Writing, compared to the LA of 62%.

In the KS2 SATS, 7% of disadvantaged pupils achieved the higher standard in Maths, compared to the LA of 6%.

In the Y6 SATS, disadvantaged children closed the gap between disadvantaged and other pupils in Maths and Reading, as the scaled score for disadvantaged children was 103 and other was 107.