



Pupil premium strategy statement 2023-24

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.

School overview

| Detail | Data |
|---|--|
| School name | Marlow Church of England Infant School |
| Number of pupils in school | 166 |
| Proportion (%) of pupil premium eligible pupils | 4.8% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2022-2025 |
| Date this statement was published | |
| Date on which it will be reviewed | |
| Statement authorised by | Mrs Sharon Reynolds |
| Pupil premium lead | Mrs Sharon Reynolds |
| Governor / Trustee lead | Mrs Daphne Howarth |

Funding overview

| Detail | Amount |
|--|---------------|
| Pupil premium funding allocation this academic year | £10185 |
| Recovery premium funding allocation this academic year | £500 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year (2023-24) | £10685 |

Part A: Pupil premium strategy plan

Statement of intent

At Marlow Church of England Infant School our curriculum vision is to inspire learning and ignite curiosity within a welcoming Christian and spiritual community. We embrace the uniqueness of everybody and are inclusive of all. Our values of, respect, kindness, perseverance, forgiveness, thankfulness and service guide all that we do and our aim is for every child to feel nurtured, supported and safe.

Then God said, “Let us make humankind in our image, in our likeness”

Genesis 1:26

This bible verse underpins the vision. It tells us that every individual is created in God's image and so this leads us to conclude that everyone is precious and valuable. As a result of this we focus on treating everybody with respect and dignity because we acknowledge their God given value and unique identity.

Staff and governors alike take their responsibility for our pupils seriously and are committed to ensuring that all pupils, irrespective of their background, culture or challenges they may face, are provided with the opportunity to work towards achieving their full potential. We see our role as twofold; providing enriched academic learning experiences for pupils so that they make good progress and achieve highly across all subject areas; preparing pupils for their next steps in learning and life.

The aim of this pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

At Marlow Church of England Infant School, we consider the challenges faced by each of our vulnerable pupils and plan support needed accordingly, ensuring that all those in receipt of pupil premium are supported whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on the areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support provided by qualified teachers and experienced teaching assistants for pupils whose education has been worst affected by the pandemic, including non -disadvantaged pupils.

Through a clear, proactive approach, Marlow Church of England Infant school aims to identify the individual needs of disadvantaged pupils early, so that support can be put in place and have impact on the pupils as soon as possible.

Focus keywords in our strategy are:

***Individual**

***Challenge**

***Responsibility of all**

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Our assessments, professional discussions and observations have historically identified that a large proportion of the disadvantaged pupils in our school have special educational needs and so this is an additional barrier to their learning |
| 2 | Our observations indicate that disadvantaged pupils in our school have limited access to experiences and opportunities to develop their cultural capital outside of school when compared to the rest of the cohort |
| 3 | Our observations and experience show that as an infant school we do not have as many years to allow our pupil premium strategy to have a long-term impact. We are quick to identify needs and put interventions in place where required but it is essential to identify needs correctly. Given the age of the pupils, their needs could be purely developmental – this is why we are flexible in our approach and follow an assess-plan-do cycle and monitor the progress and additional support closely. |
| 4 | Ensuring inclusivity. Given that pupils with identified needs, whether academic or social/emotional often need targeted support, we try to strike a balance and where possible deliver this support within the classroom so that the pupils continue to feel included. |
| 5 | Our assessments and observations have identified a proportion of our disadvantaged pupils have been impacted by the Covid pandemic, especially due the inability to socialise at a crucial stage of their development and access support services in a timely manner. This has meant that disadvantaged pupils have not progressed as well as the rest of the cohort academically and we have identified some well-being and pastoral needs. |

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 |
|--|--|
| 1. To achieve and sustained improved wellbeing amongst our disadvantaged pupils | <p>Disadvantaged pupils will have been taught and be able to use strategies which support their social and emotional wellbeing.</p> <p>Use of these strategies will allow disadvantaged pupils to access and be engaged in their academic learning more readily. This will be measured by class observations and in play with pupils showing increased awareness of their emotions and being able to talk about a range of strategies that they could use to self-regulate.</p> |
| 2. To provide disadvantaged pupils with opportunities to add to their cultural capital | <p>The cultural capital gap between disadvantaged pupils and the rest of the cohort will be reduced</p> <p>Disadvantaged pupils will have funded access to a range of cultural opportunities and extra-curricular activities.</p> |
| 3. To devise a way of tracking the achievements and progress of disadvantaged pupils | <p>The impact of this strategy and actions will be more evident by the end of KS1</p> <p>Non-academic and anecdotal evidence will be used to measure achievement in the short time frame that pupils are in our school</p> |
| 4. Disadvantaged pupils maintain at least the standard of attainment that they achieved the previous year in core subjects. Where their attainment is below expectations for their year group, then they will make accelerated progress so that they begin to catch up | <p>All disadvantaged pupils will make at least expected progress from their starting points</p> <p>Between 20 and 30% of the disadvantaged pupils will make accelerated progress</p> <p>Analysis of interventions will show that small step targets are being met showing that the interventions are having an impact on the pupils' attainment 2024-2025</p> <p>Outcomes at the end of KS1 and EYFS for disadvantaged pupils will increase based when compared to 2024 where those pupils have not been previously identified with SEND</p> |
| 5. To improve oral language skills and vocabulary among disadvantaged pupils | <p>Assessments and observations will indicate improved oral language amongst disadvantaged pupils. This will be triangulated with other sources of evidence, including engagement in lessons, book reviews and formative assessments</p> |
| 6. To improve outcomes for Pupil Premium pupils identified with Special Educational needs by providing access to diagnostic assessments | <p>Assessments will be undertaken and as a result, clear strategies will be in place so that children can make progress from their starting points.</p> <p>Interventions and support will have been put in place using advice and strategies provided in the assessments.</p> <p>Pupils will be well prepared for their next steps in education with support in place.</p> |

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year (2024-25)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 9320

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>1. Quality First Teaching Developing teachers' skills to involve pupils more in their learning. Twilight training and shared experiences</p> <p>Developing dialogic techniques to support pupils to consolidate understanding and extend vocabulary</p> <p>Provide teaching assistants with training to deliver evidence-based interventions</p> <p>Provide twilight training for teachers on how to deploy Teaching Assistants to have the highest impact on learning</p> | <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality discussion have a high impact on the development of learning specifically reading & writing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Teaching assistants are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> | <p>3,4,5</p> |

| | | |
|--|---|-------------|
| <p>2. Purchase of diagnostic assessments</p> <p>Twilight training for teachers to refresh, learn and interpret different diagnostic techniques.</p> | <p>Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information, they produce requires some level of professional judgement from teachers, as there are many reasons why pupils might answer a question in a certain way.</p> <p>Identifying areas of focus for pupil's learning helps ensure they receive the correct additional support through interventions or teacher instruction</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p> | <p>1,3</p> |
| <p>3. Purchase of Year 2 spelling programme to build on learning in phonic. This follows the DFE validated scheme Essential Letters & Sounds</p> | <p>Phonics approaches that have a strong evidence base that indicates a positive impact on the accuracy of word reading (not necessarily comprehension), particularly for disadvantaged pupils. The school has developed its phonics teaching of the last few years and is researching and assessing whether to purchase a validated scheme or provide evidence that the existing programme that has had positive results would meet the criteria.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | <p>5</p> |
| <p>4. Continue to improve the quality of social emotional learning. SEL approaches are already embedded in to the school's curriculum professional development and training for staff will mean that this remains relevant and 'fresh'</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. The school has developed its curriculum using MindUp. Our approach is to be proactive rather than solely reactive We aim to give all pupils the tools to look after their mental health in the same way as we do for physical health.</p> <p>New resourcing and training continue to be a priority.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | <p>2, 5</p> |

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

Budgeted cost: £ 2000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Additional reading, writing and maths support targeted at disadvantaged pupils who require further support in identified specific areas of learning</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>One to one tuition delivered by a trained/experienced Teaching assistant usually out of the classroom:</p> | <p>1, 3,4, 5</p> |

| | | |
|---|---|--|
| Additional targeted 1:1 or small group support in the classroom | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | |
|---|---|--|

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

Budgeted cost: £ 2000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| 1. Provide a wider range of extra-curricular clubs for disadvantaged pupils to engage in | 'For pupils from economically disadvantaged backgrounds, who have lower uptake of formal out of school activities, school-based clubs appear to offer an affordable and inclusive means of supporting academic attainment.' Nuffield Foundation (2016) | 1, 2, 4 |
| 2. Provide pupils with opportunities to attend school trips and provide a range of enrichment activities | When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development OFSTED (2008) | 1, 2, 4 |

Total budgeted cost: £ 13320

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 **2023-24** academic year

Intended outcome 1 To achieve and sustained improved wellbeing amongst our disadvantaged pupils

Through the school's MindUp programme and Self-Regulation lessons pupils were taught and used strategies to support their social and emotional wellbeing. They regularly use the regulation Stations in the classroom and teacher and teaching assistant observations and monitoring evidenced improved wellbeing, lower levels of anxiousness, improved resilience and better attitudes to learning.

Pupils reported that they enjoyed their learning more and that they felt that they had improved in their core subjects. When questioned, pupils can identify different emotions and can share what strategies to use when they are in different zones of regulation

Intended outcome 2: To provide disadvantaged pupils with opportunities to add to their cultural capital

Pupils had access to a range of enrichment activities and clubs. The school has funded the clubs using pupil premium funding. These include Cooking club (Smart Raspberry), PlayBall and Football Club. This has meant that the pupils have been able to participate in activities that add to their cultural capital that they would not have ordinarily been able to participate in. As a result, the cultural capital gap continues to be reduced.

Intended outcome 3: To devise a way of tracking the achievements and progress of disadvantaged pupils

For those Disadvantaged Pupils who have been identified with SEN, their progress is broken down into smaller steps and this is used to track their progress through the curriculum. The senior leadership team have developed a tracking document for all Disadvantaged Pupils that lists the interventions that they are in receipt of, support they have been given, cultural capital opportunities and work samples. The next step will be to produce case studies for each child, so that there is clear evidence of the impact of the pupil premium that shows the progress that has been made in the short time that the pupils have been in our school.

The impact of the school's actions in relation to disadvantaged pupils, was recognised in the school's OFSTED report December 2023 and in the school's SIAMS report June 2024:

'As a result, disadvantaged pupils, including those with special educational needs and/or disabilities (SEND), benefit strongly from everything the school provides.'

'Staff effectively use a range of teaching strategies and tools available to them to personalise and adapt learning. Consequently, pupils thrive enabling those who are vulnerable or have special education needs and/or disabilities to be successful.'

Intended outcome 4: Disadvantaged pupils maintain at least the standard of attainment that they achieved the previous year in core subjects.

During the academic year 2023-24, 25% of the pupils had been previously identified having SEN

| 2023-24 At least expected progress | Year R (2 ch) % | | Year 1(3 ch) % | | Year 2 (3 ch) % | |
|---|-----------------------|-----|----------------------|-----|-----------------------|-----|
| | All | Dis | All | Dis | All | Dis |
| GLD | | | | | | |
| Phonics | | | | | | |
| Reading | 93 | 50 | 80 | 67 | 90 | 100 |
| Writing | 93 | 50 | 85 | 67 | 92 | 100 |
| Maths | 96 | 50 | 85 | 67 | 93 | 100 |

| 2023-24 Attainment (At least expected standard) | Year R (2 ch) % | | Year 1(3 ch) % | | Year 2 (3 ch) % | |
|---|-----------------------|-----|----------------------|-----|-----------------------|-----|
| | All | Dis | All | Dis | All | Dis |
| GLD | 80 | 50 | | | | |
| Phonics | | | 92 | 67 | | |
| Reading | | | 82 | 33 | 90 | 67 |
| Writing | | | 80 | 33 | 92 | 67 |
| Maths | | | 85 | 33 | 93 | 67 |

In Key Stage 1, the pupil premium children who do not have SEN needs in Year 1 achieved in line with the rest of the cohort. In Year 2, none of the disadvantaged pupils have been identified with SEN and one of these children did not achieve in line with the rest of the cohort.

When comparing their attainment in Year 1 to that whilst in Year 2, the Year 2 disadvantaged pupils improved their attainment and all made accelerated progress. This indicates a positive impact of the Pupil Premium Strategy, showing that over time the gap is closing.

Intended outcome 5: To improve oral language skills and vocabulary among disadvantaged pupils

| 2023-24 Attainment | Year R (2 ch) % | | Year 1 (3 ch) % | | Year 2 (3ch) % | |
|-----------------------|-----------------------|-----|-----------------------|-----|----------------------|-----|
| | All | Dis | All | Dis | All | Dis |
| Speaking ELG | 96 | 100 | | | | |
| Spoken Language | | | 98 | 67 | 97 | 100 |

Assessments and observations indicated that their oral language amongst disadvantaged pupils was good in across all year groups. In Year 1, one of the pupils identified with SEN did not achieve in line with the cohort due to their needs.

For all disadvantaged pupils, there were improvements seen over the year in the range of vocabulary that they used. This was evidenced through improved engagement in lessons, pupil voice conversations and book reviews

Intended outcome 6: To improve outcomes for Pupil Premium pupils identified with Special Educational needs by providing access to diagnostic assessments

This year we have paid for Educational Psychologist and Specialist Assessments for Disadvantaged pupils with complex SEN needs. This has given us access to outside professionals who have advised us on strategies and interventions to support pupils with their neuro diverse needs. This has not yet had an impact academically and the impact is not as easy to measure at this stage. The main impact has been seen on the social emotional well-being of the pupils. It has also allowed us to access wider SEN support which will prepare the children for their next steps in education. This has been an effective way of using the grant and we will continue to review the interventions we have put in place and monitor the progress being made across the curriculum