



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024/2025 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	South Marston CE Primary School
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	12/12/24
Date on which it will be reviewed	31/7/25
Statement authorised by	Marie Hendry
Pupil premium lead	Marie Hendry
Governor / Trustee lead	Alison Robb - Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,500
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	£19,500

Part A: Pupil premium strategy plan

Statement of intent

Our Context:

South Marston CE Primary is a smaller than average primary school with 97 pupils serving a semi-rural community on the Swindon and Oxfordshire border – 8% of our pupils receive pupil premium funding, 12% of our pupils are on the SEND register and 2% are identified as EAL.

At South Marston CE Primary, we have high aspirations and ambitions for all of our children and believe that all learners should be able to reach their full potential. The school's ethos of 'Encourage one another and build each other up' reflects our commitment to achieving equity and equality for all.

Pupil premium strategy objective:

Whilst we have lower than national average percentage of Pupil Premium, a strategy to ensure that disadvantaged children acquire the necessary knowledge skills and cultural capital to succeed in the next phase of their education and in their general life remains a priority. We strongly believe that every pupil should be able to reach their potential regardless of their starting point, background or challenge. This means that the;

-Performance of disadvantaged pupils is in line with their non-disadvantaged peers nationally

- Attendance of disadvantaged pupils is in line with their non-disadvantaged peers nationally

- Incidents of negative behaviour of disadvantaged pupils is in line with their non-disadvantaged school peers.

Key Principles of our pupil premium strategy: -

- To ensure all students who are at risk of or are currently underachieving, benefit from a combination of small group/1:1.
- To provide TA support in class and research informed interventions that further meet the child's needs.
- To provide targeted support and provide PP students with the opportunity for focused group work to take place with a continuous input of quality first hand teaching and learning.
- To carry out robust assessment to understand common challenges and individual's needs and place high quality teaching and learning at the centre of what we do, understanding that this is proven to make the most difference.

- To provide specialist emotional and well-being interventions.
- To improve attainment by increasing pupil focus and ability to remain in lessons to access the teaching and learning.
- To provide ELSA to our pupil premium eligible pupils and Educational Psychology support will be purchased from Swindon LA to meet the needs of students (often PP) who are without SEN funding. We will also purchase specialist support from other settings, when required and seek support from within our Trust, including our behaviour support specialist.
- To provide pupils with access to a variety of exciting opportunities and a rich and varied curriculum.

Challenges

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

Challenge number	Detail of challenge
1	High levels of emotional need, which has an impact on the learning in the classroom. A lack of self-esteem, resilience and parental engagement for learning affects progress and attainment of our most vulnerable children.
2	Almost half of our Pupil Premium pupils are below age – related expectations in Reading, Maths and SPaG.
3	Ensuring monitoring of wider staff to ensure use of evidence-based whole-class teaching interventions, carefully alongside planned intervention, monitoring the impact. (Cost Neutral)
4	PP pupils may not be able to access enrichment opportunities, extra-curricular clubs etc therefore putting them at a disadvantage to their peers. Therefore, we would like PP pupils to be supported in a way such as attending breakfast club, enrichment clubs, instrumental lessons, swimming lessons and class visits to ensure full access to the curriculum like their peers.
5	Ensuring high expectations for all pupils including those who access PP funding means that PP pupils working at the expected age – related standard are to be supported to achieve more than predicted levels of attainment e.g. becoming greater depth.

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
All Pupil Premium children identified as having emotional needs which are a barrier to their learning will develop and use appropriate strategies to effectively	Baseline and exit emotional wellbeing assessments identifies improved wellbeing over the year. Significant decrease in the number of low - level

support their emotional needs, have appropriate. Which will enable them to increase their successful engagement in learning.	disruptive behavioural incidents. Children will be able to self-regulate to ensure they can fully access all learning.
Disadvantaged pupils will make at least good progress in core subjects (Reading, Writing, Maths and Science).	End of summer 2025 data will show that disadvantaged children have made at least expected progress in core subjects. End of summer data will also show that a number of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.
As required, Pupil Premium pupils will reduce their gaps in learning through receiving timely focussed interventions that address identified gaps in learning or accelerates their progress	Intervention entry and exit data will show impact of the intervention. Pupils will make at least expected progress in core subjects.
Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum and PP pupils will be able to access the same opportunities as non-PP pupils.	All pupil premium children will attend every school trip throughout the school year (including residential trips). All pupil premium children will attend at least one after school club and will be supported to book this through our administrator team.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide the PP students with the opportunity for focused group work to take place with a continuous input of quality first hand teaching and learning.	<ul style="list-style-type: none"> The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. 	2 & 3

<p>To provide Phonics support for those not on track to achieve Y1 Phonics screening in Summer 2025</p> <p>Phonics Lead work to continue with support of the Ramsbury Hub.</p>	<ul style="list-style-type: none"> The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. Within class attainment grouping has a positive impact, on average, of 2 months additional progress. <p>EEF</p>	
--	---	--

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Students who are at risk of underachieving benefit from a combination of small group/1:1 TA support in class.</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>EEF</p>	<p>2, 3, 5</p>

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide ELSA support and supervision.</p> <p>£2500</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>1, 5</p>
<p>Educational Psychology support purchased from Swindon LA to meet the needs of students</p> <p>£1500</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of</p>	<p>1, 2 & 3</p>

	learning. +4 months EEF- Parental engagement +3months	
Breakfast Club attendance & ensuring positive attendance levels in schools as well as separating from parents in a supported way. <i>£1000</i>	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. EEF	4
Enriched curriculum, e.g. supporting with trips, instrumental lessons and additional resources. <i>£1000</i>	Participation in the arts has an impact of 3+ months – EEF teaching and learning Toolkit.	4, 5

Total budgeted cost: £ 19,500

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 2023 to 2024

Our spend for 2023/24 was used to provide Quality First Teaching through focussed CPD, small group intervention support and ELSA support in terms of supervision and time with our ELSA trained member of staff. PP students were provided with the opportunity for focused group work to take place with a continuous input of quality first hand teaching and learning. As a result of this, standards in books had risen with the relevant year group curriculum being covered and some progress being seen through monitoring e.g. progress meetings and learning walks.

Some PP pupils accessed support from our Educational Psychologist who worked with our pupils on emotional regulation and coping strategies to support pupils in times of difficulty so that they are equipped and able to learn in class. As a result of this pupils felt more able to cope when they were feeling worried or anxious and pupils noted that they were by our ELSA trained member of staff and also that they had someone in school that they could speak to in school when needed.

Performance Measures – July 2024

(At age related/greater depth)

Maths

KS1	PP (1)	All	KS2	PP (2)	All
	100%	75%		50%	55%

Reading

KS1	PP (1)	All	KS2	PP (2)	All
	100%	83%		50%	64%

Writing

KS1	PP (1)	All	KS2	PP (2)	All
	100%	75%		100%	91%

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

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> *ELSA support available to service pupils. *Subsidised Breakfast Club attendance was on offer. *During pupil progress meetings, Forces pupils were spoken about at length in terms of progress, attainment and wellbeing. *Small group intervention support was available where needed.
What was the impact of that spending on service pupil premium eligible pupils?	<p>Service pupils were considered alongside pupils receiving the PPG monies. Progress monitored closely and on track progress made by all pupils during 2023/24.</p> <p>Additional support in terms of both emotional and academic were available and discussed as options throughout the year.</p>