Pupil premium strategy statement

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	Marine Park Primary
Number of pupils in school	174 (R-Y6)
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2026
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Nicola Cook
Pupil premium lead	Shelley Metcalfe
Governor / Trustee lead	Nina Raja

Funding overview

Detail	**Amount**
Pupil premium funding allocation this academic year	£151,500
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	£151,500

Part A: Pupil premium strategy plan

Our pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority within our school system. We strive to close the attainment gap between disadvantaged pupils and their peers. This is an important gain for these pupils as often they are more likely to be working at a lower attainment than other children and this can impact on their long-term goals.

Pupil premium students are not all alike and as a school we ensure that we don't categorise pupils, by labelling them disadvantaged, but treating every child as an individual who has the potential to succeed and attain highly.

Our strategy works towards a three-tiered approach that balances approaches to improve quality first teaching, targeted academic support and wider strategies. We also recognise that less is more; selecting a small number of priorities and giving them the best chance to succeed while ensuring that pupil premium is at the heart of a whole school effort, with all staff understanding the strategy and their role within it. Staff embrace research and training to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

Intent

• That gaps in the children's learning exacerbated by the Covid –19 pandemic continue to be eradicated
• All children achieve at least as well as their peers nationally
• All children have opportunities and experiences to gain the knowledge and cultural capital they need to succeed in life.

Implementation

• Teaching – quality first teaching to ensure gaps in learning are identified and eradicated
• Targeted academic support – specific targeted support for the children who have the most significant gaps and/or who are not making expected progress
• Wider strategies – to support parents and children with attendance, wellbeing and emotional support

Impact

• Gaps in children's learning will close
as seen in formative and summative assessment
• Summative assessment shows children's achievement in line with their peers
• Children's and families well-being, engagement and emotional health are improved

Challenges

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

Challenge number	Detail of challenge
1	Gaps in the children's basic skills has increased due to the pandemic and the limited amount of remote learning children accessed
2	Our reception and KS1 children have significant speech and language needs
3	A large proportion of disadvantaged children are also SEN(19.66%)
4	Pupils often lack metacognitive approaches and the ability to recognise their strengths and weaknesses and how to motivate themselves with learning and further ambition. Poor memory skills and the inability to transfer knowledge to long term memory impacts on pupil progression and attainment.
5	Parents have a lack of understanding of how to support their children's reading and numeracy skills. Also limited knowledge, experience and understanding of supporting their children's emotional wellbeing.
6	Before the pandemic the majority of children have had limited experiences outside of their family homes. This has continued due to the increased costs of living.

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 quality first teaching across all key stages where all teaching is good and some outstanding	All new staff appointed are good and outstanding practitioners Robust and transparent monitoring schedule in place. Lesson observations, learning walks, book scrutinies, pupil voice
Identified gaps in children's basic skills in reading, writing and mathematics eradicated	The majority of children in each key stage will meet age related expectations. They will achieve identified end points in their curriculum and be ready for their next stage of learning

Increase the percentage of pupil premium pupils passing the Year one phonics screening test	Close the gap between PP and non PP passing the phonics test by July 2026.
To develop the Oracy skills of disadvantaged pupils to close the gap by the end of the Reception year.	Quality child centred learning experiences offered to all children through a curriculum focused on vocabulary and language development
All SEN children have support plans that are SMART. Interventions for these children are delivered to a high standard. The curriculum is being successfully adapted and ambitious to meet their needs and develop skills, knowledge and understanding.	SEN children make progress and able to access and achieve with increasing fluency and independence the full curriculum
Provide personalised, targeted pastoral support for individual pupil premium pupils to support their emotional wellbeing in order for them to be happy, secure and fully engaged in school. (and where needed out of school)	Healthy Minds and Emotional Resilience referrals will result in active support or therapy for identified children. Specific social and emotional support for identified disadvantaged individuals and their families Fun Friends, nurture group, gardening and yoga
Parents and carers have increased knowledge, skills, understanding and confidence to support their children's academic and emotional challenges	Parents engage regularly with school and are able to support their children's academic and emotional wellbeing. They attend workshops and events and see themselves as their children's prime educators
Children have the opportunities to experience the wider curriculum and enhance their cultural capital Funding set aside to support pupils with a range of financial aspects e.g.,trips, residentials, extracurricular activities and equipment	The curriculum is planned to include purposeful opportunities for the children to experience the wider curriculum both in and out of school

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: £66,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Gap analysis completed by all class teachers and subject leads	EEF Guide to supporting school planning	1,2,3,4

Curriculum planning to ensure it is rooted in knowledge and skills that children need to succeed in later life.	NFER research 'The quality of teaching is the most important school-based factor affecting children's attainment, particularly for those from disadvantaged backgrounds.' "Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend." (Sutton Trust Report, 2011)	1,2,3,4
Quality first teaching to ensure all children able to gain knowledge skills and understanding of curriculum	NFER research 'The quality of teaching is the most important school-based factor affecting children's attainment, particularly for those from disadvantaged backgrounds.' Phonics approaches have been consistently found to be effective in supporting young readers to master the basics of reading with an average impact of an additional four months' progress. Effective teaching of phonics is more effective on average than other approaches to early reading (EEF 2018)	1,2,3,4
All teachers have knowledge and understanding of their children's SEN needs and the teaching needed to overcome barriers to the children's learning.	DFE – Subject curriculum reviews "Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend." (Sutton Trust Report, 2011)	1,2,3,4
Specialist support from education psychologist to ensure children are receiving appropriate strategies and referrals are made to correct professionals	Sage journals – Psychology, learning and teaching July 21	2,3
CPD delivered by SENDCO and LA for teaching and support staff on evidence based interventions such as 'Supporting children with limited communication'	EEF – A tiered approach to 2021	3

Professional development of staff both in house and through outside providers	EEF Guidance Report on Effective Professional Development. CPD is delivered to meet the needs of individual staff members and their areas for development in order to support all children. Ofsted evidence base	

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

Budgeted cost: £54,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appropriate, high quality, targeted intervention delivered to meet individual and group needs	EEF research – targeted intervention ensures all children make progress and gain the appropriate knowledge, skills and understanding to be ready for their next stage in learning	1,4
Oral language interventions as a precursor to Reading and Writing	RCSLT(Royal College of speech and language therapists) – research documents: Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. DFE(2020) have concluded that due to COVID-19 some pupils entering reception will have missed more than 20 weeks of early education with most impact being on language development. .(EEF 2019) 'Proficiency in reading, writing and spoken language is vital for pupils' success', The reading framework: teaching the foundations of literacy, Department for Education (2021). 'They (children) depend on interactions with adults to develop their speech and, through exposure to stories and back-and-forth talk, they develop control over their spoken language. This, in turn, is	1,2

	vital for learning about written language, since reading and writing are acquired skills,' DFE Writing Framework (2025)	
SENDCo supports and monitors support plans and the interventions undertaken by the children to ensure progress is made	EEF research – targeted intervention ensures all children make progress and gain the appropriate knowledge, skills and understanding to be ready for their next stage in learning	3

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

Budgeted cost: £28,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental curriculum workshops to increase knowledge and parental involvement in children's learning	EEF – Parental engagement A study by professor Charles Deforges for the DFE found that the most important finding is that parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different 5 levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social	4,6

	classes and all ethnic groups.	
Children to experience a wide range of extra curricular opportunities such as sporting clubs, choir, links with local library.	EEF – tiered approach to 2021	1,2,3,5
Funded breakfast club for all in partnership with Greggs Foundation	Running funded, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. It was also found school breakfasts are more nutritious and that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance. (Magic breakfast)	1,2,3,4,5,6
Parental curriculum workshops to increase knowledge and parental involvement in children's learning and wellbeing- supported by Family Worker	EEF – Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	6

Total budgeted cost: £151,500 (with £1,515 as contingency / reserve)

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 2024 to 2025 academic year.

The implementation of inclusive Quality First Teaching across all key stages has significantly improved engagement, progress, and attainment for Pupil Premium pupils by ensuring consistently high expectations, adaptive strategies, and equitable access to the curriculum. Consistency has been maintained through rigorous monitoring, including learning walks, book scrutinies, and lesson observations; in 2025–2026, this will be further strengthened by targeted coaching approaches such as Lesson Study and focused CPD to embed and expand best practice.

Targeted intervention and high-quality teaching is narrowing gaps in pupils' foundational skills in reading, writing, and mathematics. As a result, disadvantaged learners are demonstrating increased confidence, improved fluency, and greater independence, with assessment data indicating improved outcomes across cohorts. In 2025-2026 targeted interventions and structured teaching sequences will continue to address remaining gaps and ensure pupils are fully prepared for transition.

Targeted CPD in consistent phonics instruction, and the deployment of trained support staff has been effective. Focused phonics interventions will continue in 2025-2026 with additional precision teaching targeted at pupils who remain at risk of not achieving the expected standard.

High-quality texts and explicit teaching of Tier 1, 2, and 3 vocabulary has been effective in structuring the acquisition of vocabulary. Daily opportunities for talk, including vocabulary-building sessions through Gregg Bottrill's Drawing Club, have supported pupils to expand their expressive language. This will be embedded and extended across 2025-2026 through the Voice 21 project, to strengthen oral sentence construction and enable greater readiness for Key Stage 1, helping to close the early language gap of disadvantaged learners.

Supported reading activities have boosted children's confidence, and this impact will be further strengthened in 2025–2026 through targeted TA-led interventions and structured guided reading sessions, alongside the continued use of Accelerated Reader across KS2 to enhance vocabulary, reading fluency, and comprehension for Pupil Premium pupils.

SEN pupils with SMART support plans have made measurable progress in accessing the full curriculum. Interventions such as BLAST, closely monitored by the SENDCo, have been effective in removing barriers to learning. In 2025–2026, SEND support will continue to prioritise independence and fluency, with a strong focus on adaptive teaching within the classroom.

Tailored pastoral support, facilitated through referrals to the Healthy Minds and Emotional Resilience Teams, has enhanced pupils' wellbeing and engagement. In the coming year, this provision will be expanded to further develop resilience and ensure children continue to feel happy, safe, and prepared for learning.

Parents and carers have enjoyed taking a more active role in workshops and school events, gaining practical advice and a better understanding of how to support their children's learning and wellbeing. 2025-2026 will focus on continuing to support children to be resilient, and ready to learn through the growing confidence of parents and carers as key partners in education,drawing upon the skills and expertise of Teaching staff and working in collaboration with our local Family Hub.

Access to trips, residentials, extra-curricular clubs and wider cultural experiences has broadened children's horizons and enhanced their cultural capital. These opportunities linked directly with the curriculum and raised pupil motivation. In the coming year, this provision will be maintained and extended, ensuring equitable access for all disadvantaged pupils.

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**
Accelerated Reader	Renaissance Learning
Read Write Inc	Ruth Miskin Literacy Ltd
TT Rock stars	Wonde Ltd