Pupil premium review of outcomes in the previous year

Impact of Pupil Premium Activity: Academic Year 2025–2026

This review details the impact of our pupil premium activity on pupils during the 2025–2026 academic year.

School Context and the SEN Unit

Marish is a diverse and inclusive community school, supporting pupils with a wide range of learning, social and emotional needs. Our specialist SEN unit has grown considerably and now has 92 commissioned places, with 100 children on roll.

This context is important when interpreting whole-school attainment and attendance outcomes, particularly for pupils with complex learning and medical needs. Our pupil premium strategy focuses on removing barriers to learning and enabling disadvantaged pupils to participate fully in school life.

The KS2 figures include pupils in our specialist SEN provision and should be interpreted alongside their individual learning needs and progress. These pupils cannot access the KS2 curriculum or take SATs and are therefore disapplied from the assessments. In this particular year group, there were five disadvantaged pupils in the SEN unit cohort.

These five pupils also have complex medical needs that affect their attendance. This context should be considered when reviewing disadvantaged pupils' attainment and attendance outcomes.

Key Stage 2 Attainment: Disadvantaged Pupils

The 2025–2026 KS2 data shows that disadvantaged pupils' attainment at the expected standard was below the national figures for non-disadvantaged pupils across reading, writing, maths and the combined measure.

Disadvantaged (including the SEN unit)	EXP+	National EXP+ for non-disadvantaged	GD	National GD for non-disadvantaged
Reading	**61%**	**80%**	**26%**	**33%**
Writing	**61%**	**78%**	**23%**	**16%**
Maths	**58%**	**79%**	**16%**	**29%**
RWM combined	**55%**	**67%**	**16%**	**10%**

There are encouraging strengths at greater depth. In writing, 23% of disadvantaged pupils achieved greater depth, compared with 16% of non-disadvantaged pupils nationally. In reading, writing and maths combined, 16% achieved greater depth, exceeding the national non-disadvantaged figure of 10%.

These outcomes demonstrate that disadvantaged pupils can achieve highly at Marish, alongside our continuing focus on increasing the proportion reaching the expected standard. Reading and maths remain areas for further improvement.

Key Stage 2 Attainment: All Pupils

Overall school attainment exceeded the national figures at both the expected standard and greater depth across all reported measures.

All	EXP+	National EXP+	GD	National GD
Reading	**79%**	**73%**	**34%**	**33%**
Writing	**77%**	**71%**	**35%**	**13%**
Maths	**79%**	**73%**	**39%**	**26%**
RWM combined	**71%**	**60%**	**24%**	**8%**

Progress Measures

Progress scores for disadvantaged pupils are not available because the relevant KS1 baseline assessments were affected by COVID-19. These are awaiting to be released.

Phonics Outcomes

Disadvantaged pupils achieved **65%** in phonics, three percentage points below the national average for disadvantaged pupils of **68%**.

This indicates that their attainment is close to that of similar pupils nationally and provides a foundation for further improvement.

Attendance Outcomes for Disadvantaged Pupils

Attendance for disadvantaged pupils improved from **91.4% in 2025** to **91.91% in 2026**.

Their absence rate of **8.09%** was below the reported national FSM average of **10.87%**, providing an encouraging comparison with similar pupils nationally.

However, FSM attendance remained below the school's compulsory-school-age attendance rate of **94.28%**. Closing this gap remains a priority through early identification of absence, targeted support and close partnership with families.

Persistent Absence

Whole-school persistent absence reduced from **18.8% to 15.68%**, indicating that a smaller proportion of pupils were persistently absent than in the previous year.

Persistent absence among disadvantaged pupils also reduced, from **22.8% to 20.94%**. These improvements are encouraging, although reducing persistent absence further remains a priority.

Our review of attendance interventions has helped us identify the approaches that have had the greatest impact. We will build on these strategies to secure further improvements. Attendance champions and a dedicated attendance team will strengthen relationships with families and help address barriers to regular attendance.

Supporting Vulnerable Pupils

Vulnerable pupils are often described as those who are disadvantaged, subject to a child protection plan or known to social care. At Marish Academy, we also consider all persistently absent pupils to be vulnerable because of the impact of poor attendance.

Many of these pupils have multiple vulnerabilities. These may include learning difficulties, the need for a school ECM plan, or barriers associated with living outside the catchment area. Home circumstances can also affect regular attendance.

Attendance therefore remains a key element of our pupil premium strategy.

Oracy and Classroom Participation

Oracy has been a focus in supporting disadvantaged pupils to develop vocabulary, express their ideas and participate in classroom discussion. Structured opportunities for paired talk, discussion and explaining their thinking help pupils practise speaking and listening. Ofsted recognised that effective use of partner talk and oral rehearsal supported pupils' learning and engagement. Embedding these approaches consistently across the school remains a priority.

Emotional Wellbeing

Talk Time, anxiety therapy and play therapy have provided targeted emotional support for pupils experiencing barriers to attendance and classroom participation. Among pupils receiving this support, we have seen improved attendance and a greater willingness to attend lessons and engage in classroom activities. These approaches will continue to form part of our support for pupils whose emotional needs affect their access to learning. Among the children receiving this support, we have seen improved attendance and a greater willingness to learn and engage within the classroom environment.

Targeted Interventions

Targeted interventions provide additional support for pupils with identified gaps in learning. Reviewing pupils' progress helps us identify where support should continue or be adapted. Our next strategy will build on this approach, with a continued focus on matching provision to pupils' needs and helping them apply their learning in the classroom. Where progress remained limited, provision was reviewed and adjusted. The next strategy will build on the approaches shown to be effective, with continued monitoring of how pupils apply these skills in everyday lessons.

Communication and Partnership with Families

The use of ClassDojo is now more established, providing a consistent channel for communication between school and families. Increased uptake creates more opportunities to share learning updates, celebrate pupils' achievements and keep parents informed about school activities. This supports our work to strengthen relationships with families and encourage their involvement in children's learning. This increased uptake has widened opportunities to share learning, and celebrate achievements and keep parents informed about school activities.

External Evaluation of Our Provision

The July 2026 Ofsted inspection recognised that our pupil premium strategy is evidence informed, with funding decisions focused on pupils' academic and wider development. Inspectors found that personalised support enabled pupils with SEND, including those with the highest needs, to make progress from their individual starting points.

Inspectors also identified that attendance champions, practical support and welcoming routines helped reduce barriers to attendance and strengthen pupils' sense of belonging. Personal development and

wellbeing was evaluated as a strong standard, with participation carefully monitored and provision adapted so that pupils, including those with complex SEND, could access enrichment opportunities.

Priorities for the New Strategy

Our next pupil premium strategy will align with the school's three whole-school priorities:

1. **Development of the whole child to make the most of their opportunities**
We will strengthen attendance, behaviour, personal development and foundational skills so that disadvantaged and vulnerable pupils can participate fully in school life. We will build on effective attendance interventions, reduce persistent absence and strengthen partnerships with families to help pupils attend regularly and benefit from learning and wider opportunities.

2. **Disadvantaged and SEND provision consistently evolving to meet needs**
We will use assessment, regular reviews and pupil and family feedback to adapt provision as needs change. We will evaluate the impact of targeted support on pupils' progress and introduce smaller literacy sets, with the most skilled teachers supporting pupils with lower attainment.

3. **Development of teaching at all levels**
We will develop staff expertise and share effective practice to strengthen the consistency of teaching, particularly for disadvantaged pupils and pupils with SEND. Maths will remain a key focus, with teaching addressing identified gaps and building pupils' understanding and confidence.