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	Marish Primary School
Number of pupils in school	**762**
Proportion (%) of pupil premium eligible pupils	**18%** (National Average 25.9%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026/2027 – 2028/2029
Date this statement was published	September 2026
Date after which it will be reviewed	July 2027
Statement authorised by	Gill Denham, Executive Head
Pupil premium lead	Yesmin Imtiaz, Assistant Head
Governor / Trustee lead	Deepa Damera

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£219, 567**
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£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	£219,567 allocated to Marish)

Part A: Pupil premium strategy plan

Statement of intent

At Marish Primary School, we strive for the heights as a learning community without walls. We do whatever it takes to build bridges into homes, hearts and minds of all pupils, irrespective of their background or the challenges they face. Leaders, teachers, support staff and non-teaching staff are committed to the academic achievement of all pupils.
We intend to use our Pupil Premium funding to achieve the following overarching principles to ensure that disadvantaged pupils will make good progress and attainment in line with their non-disadvantaged peers.

We will ensure that:

- Teaching and learning opportunities meet the needs of all of our pupils.
- Pupil premium funding improves the attendance and behaviour of disadvantaged pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

At Marish, we look at how the funding is best spent by considering the individual needs of each child. There are a broad range of uses for the money, but when we consider how best it is to be used, **the only criteria is that it must support the school in raising the child's academic achievement so that our disadvantaged pupils flourish and excel.**

It is our intention to use this money to close the gap between the attainment of pupils in receipt of Pupil Premium and their non-Pupil Premium peers. To do this we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, provide high quality CPD to improve teaching standards and devote resources to such projects as additional academic tutoring (i.e. academic clubs, 1-1 or small group tuition).

We are also passionate about developing cultural capital by helping pupil premium children access experiences, knowledge and skills that support academic success and broaden their horizons - things they might not have the chance to encounter.

However, we are also aware that if a child is hungry, cold or suffering from some kind of trauma or emotional distress, this too will inhibit progress. We, therefore, will ensure therapeutic support and (where necessary) will look to provide necessities such as food, clothing or transport.

Challenges

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

Challenge number	Detail of challenge
1	Limited access to enrichment or support with confidence and independent learning.
2	Persistent absence continues to limit some pupils' access to learning, requiring sustained support to address individual and family barriers to regular attendance.
3	lack of access to mental health, social care and well-being support;
4	Housing insecurity and overcrowding, including living in shared or multiple-occupancy accommodation; these barriers, compounded by rising living costs, can affect wellbeing, attendance and readiness to learn.
5	Varying parental capacity to support learning; workshops to support parents with learning and wellbeing.
6	Differences in oral language, vocabulary and sentence construction can affect some disadvantaged pupils' access to learning and written expression
7	On entry to reception, a gap in attainment between disadvantaged and non-disadvantaged pupils.
8	Digital divide (much improved following Covid with provision from DfE for disadvantaged families). There is still a lack of devices in some families.
9	Consistent adaptive teaching for disadvantaged pupils with SEND

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
Improved attainment in reading, writing and maths for disadvantaged children.	Summative teacher judgements, results in national tests, participation in additional support offered (i.e. academic clubs, tuition) to ensure gaps in knowledge are filled. By the end of KS2 (2026) disadvantaged children achieve at least At the Expected Standard in Reading, Writing and Maths at the same rate as their non disadvantaged peers. KS1/KS2 writing outcomes over time show that a strong proportion of disadvantaged children attain the expected standard.
Disadvantaged pupils will demonstrate improved attainment in early reading skills, including phonics and reading fluency	Phonics Screening Check: At least **65%** of disadvantaged pupils meet the expected standard in the Year 1 Phonics Screening Check. (In **2026,** there was a **14%** differential between disadvantaged and non disadvantaged and this needs to be reduced to bring them inline with their peers. Disadvantaged pupils make rapid progress in reading fluency as measured by termly fluency checks, reducing the gap with non-disadvantaged peers.
The attainment gap in writing (**6%** in 2026) for disadvantaged children reduces further in **2027**.	Specific settings provide disadvantaged children opportunities to catch up/keep up. Interventions for disadvantaged children focus on grammar and punctuation teaching, and sentence construction exercises are in place to address this.

Training put in place to enable support staff and teachers to develop quality first teaching for oracy and as well as regular interventions for those children who need to catch up. Improved oral language skills and written sentence structure and vocabulary amongst disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and pupil voice.
Improved attainment (GLD)	The differential between disadvantaged and non disadvantaged children reduces by 5% each year.
Disadvantaged children have barriers to learning removed by provision of work spaces, high quality books, technology and platforms to engage in learning.	Over time across KS1 and KS2, the differential between the attainment of disadvantaged and non disadvantaged cohorts reduces.
Disadvantaged children are exposed to similar opportunities for enrichment and cultural capital as their peers, including subsidised/ paid for places on trips/ experiences.	Disadvantaged cohorts have the quality of access to trips and experiences and so are able to enhance their cultural capital.
Disadvantaged children are resilient, equipped with the tools they need to successfully navigate the challenges in their personal lives	Disadvantaged children exhibit a rich emotional literacy, show an understanding of what resilience is and how it can be applied in their own circumstances.
All pupils but especially disadvantaged pupils have above average attendance which is sustained across the school and into KS3.	By **2027,** attendance is at least 95%+ across the school. Disadvantaged children's attendance is broadly in line with this average. Persistent absenteeism for disadvantaged pupils to be below the national average and no higher than 8%.(Autumn term **2025**, national average for disadvantaged children in primary school was **12.5% a decrease from the previous year (14%)** - latest data available). Where there is persistent absence, a dedicated team of staff are specifically targeting support for, not just the child, but the whole family to remove barriers to attendance.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost Marish: £70, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-structure of Literacy provision to enable smaller sets and an increased focus on disadvantaged pupils. Most senior and experienced teachers are deployed to teach sets who need to sustain or achieve high attainment.	High quality teaching is the most important lever schools have to improve outcomes for their pupils. https://educationendowmentfoundation.or https://educationendowmentfoundation.org.uk/using-pupil-premium	1, 6, 7, 9
Reading Intervention led by reading recovery specialists	The utilisation of a specialist reading to train other staff in the techniques of reading recovery has helped accelerate the progress	1, 6, 7, 9
English 'booster' and Maths 'booster'	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Members of SLT and subject expert provide the majority of this support. They work alongside class teachers and the pupils themselves ensures that	1, 6, 7, 8, 9

	sessions are tailored to specific needs and minimises missed sessions as it provides a more adaptable approach	
Phonics specialist teachers	Training for staff to deliver the phonics scheme to a high standard, ensuring consistency across all classrooms in the Trust	1, 6, 7
Continue to subscribe to a DFE validated synthetic Phonics scheme that provides training for teachers.	Lesley Clarke's Letters and Sounds scheme has been bought in and part of our spend has been focused on training and supporting the understanding of how to deliver to the scheme: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	6, 7
Training by speech and language therapists (in house) to enable a range of staff to deliver oracy and receptive understanding interventions (including the hiring/ retention of staff who can deliver this support)	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk) The deficit in availability, combined with the high demand for speech and language support in our locality has meant that this vital service has been more consistently provided 'in-house'. Progress amongst children who receive this intervention has been accelerated.	1, 6, 7
Release time for teaching staff to develop through National Professional Qualifications and Assessment only route.	This academic year we have two teachers accessing the NPQSL programme, one teacher accessing a foundation degree, one teacher accessing AO and another member of staff on the NPQSendco. Investing in the development of staff is one of the greatest levers to improve outcomes for learners.	5, 6, 7

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

Budgeted cost Marish: £108,667

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language 1:1 sessions	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk) Progress amongst children who receive this intervention has been accelerated (as seen through formative and summative assessments)	1, 6, 7
School-led tuition: (Specific foci of tuition can be found in the rows below)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF The use of 'in-house' staff ensures that there is good communication of needs between pupils, class teachers and tutors. It also ensure relationships are built, enabling disadvantaged pupils to feel more confident in their learning and gives us the adaptability to ensure sessions are never wasted due to illness/ attendance issues:	1, 6, 7

School-led tuition: Saturday school	For the Spring term (over 8 weeks) Marish provides a Saturday Day School for Year 6 pupils on site with School staff. Feedback from parents and pupils indicate an increased confidence in learning as well as supporting the filling of gaps as evidenced by KS2 results. One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 6
School-led tuition: Phonics interventions	Spellings and phonics interventions and additional 121 for some identified children are delivered by phonics specialist teachers and teaching assistants. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions Phonics | Toolkit Strand | Education Endowment Foundation | EEF This approach ensures we can 'backfill' gaps and narrow the gap between disadvantaged children and their peers	1, 2, 6, 7, 9
School-led tuition: English	At Marish, we use several English specialist teachers on our staff team to support yr 6 on a part time basis and also use SLT members to deliver 121 or small group sessions to Children in Year 1, 5 and 6. Moreover, we use some Pupil Premium funding to enable us to pay for additional teaching assistant time so that some children can have reading comprehension or writing intervention, or interventions with a skilled HLTA. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 6, 7, 9
School-led Tuition: Reading recovery	Specialist reading recovery teacher to target children who are significantly behind their peers in KS1. Trained staff help support this initiative, expanding the reach and impact.	1, 2, 6, 7, 9

School-led tuition: Maths	We use some pupil premium funding to enable us to employ an additional teacher for year 6 Maths Sets so that the children work in smaller ability groups. We also use the skills of several Maths specialists on staff to provide booster for any child not on track for Maths milestones	1, 2, 6, 7, 9
Spelling and handwriting scheme (spelling shed)	Purchase of a bespoke spelling scheme to support the development of phonics, spelling, handwriting and grammar across all year groups. Time out for training, monitoring and supporting staff to ensure consistent delivery	1, 6, 7
CGP Resources	Our targeted support groups are well resourced and for our catch up and booster groups we purchase CGP resources so that we have quality materials to work from.	1, 6
IPad licenses to increase access to a wide range of intervention programs	A wide range of independent learning opportunities (i.e. Times tables Rockstars, SPAG.COM, maths.co.uk and Renaissance Learning) are made available that can be independently accessed, adjusted to meet the child's needs. These are also easily monitored to ensure it informs targets, progress and ensures children are pushed on in their learning at the right point. Times Table Rock stars £166.80 SPAG.com £156 Renaissance Learning: £485.80	1, 3, 6, 7, 8
Termly reviews for pupils who are disadvantaged and have SEND	The pupil premium lead, SENCo and class teachers will review pupils' learning, attendance and participation termly, adapting support against individual targets.	1,6,7,9

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

Budgeted cost Marish : £40,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mini Bus Service: A small number of Pupil Premium children do not attend regularly because they live at a considerable distance from our school or because there is some issue within their family. These children are offered a free place on our minibus, which makes 4 separate pick up rounds to collect them each morning.	Disadvantaged children comprise **36%** of the total number of children classed as persistent absentees (**12.8**% of the school population), a figure that saw a reduction last year.	1, 2, 3, 4, 5
ELSA Interventions provided across the school by a trained ELSAs.	Pupils need to have the emotional support they require to be successful in their learning – EEF. **Four daily sessions are taking place across three days**	1, 2, 3, 4
Extended services- wellbeing provision	Free places in breakfast club and reduced fee places in after school care or holiday provision (or specific support for families in crisis with uniform, shoes, free or subsided places on school trips/ residential trips or clubs) for identified pupil premium children with attendance or punctuality issues or who are looked after or have social care involvement ww.gov.uk/government/publications/communicating-with-parents-about-school-attendance The school actively addresses gaps in disadvantaged pupils' access to enrichment and experiential learning by	2, 3, 4, 5

	providing opportunities such as educational visits, extracurricular clubs.	
Learning mentors	Marish has a team of learning mentors who have a variety of backgrounds and dual roles including working as teachers, teaching assistants and sports coaches; (see also Sports premium spend summary sheet). As an attachment aware school, we understand the impact relationships have on a child's ability to learn. Vulnerable children are assigned a designated person who provides support across the academic year. This may be in class, small group or 1:1 support depending on the need of the child. In our experience, when meaningful relationships are formed, a child's potential is unlocked.	1, 3, 6
Attendance team and Child Protection Team	Children can not progress adequately if they are not in school; or if they are in a vulnerable position in their personal life. The attendance team actively seek to identify families experiencing barriers to attendance and agree tailored support." and explore ways of supporting improved attendance so no child falls through the gaps. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance In a similar way, the child protection team seek to support all children by ensuring steps are taken to enable a stable and secure personal life. Given the strains and pressures on support services in the local area, the Child Protection team seek to 'fill the gap' of local services to ensure that PP, and other vulnerable children, are able to attend school focused on learning and maximising their potential themselves.	1, 2, 3, 4, 5
Electric/ Gas	To provide a safe, supportive and engaging environment outside of the standard school day, the school premise was opened to an increased number of children for half terms and holidays, as	1, 2, 4, 5

	well as ensuring safe wrap-around care was provided. This had an impact on the site, with additional facilities being used to cater for children during this time. This ensured that children could attend school fed and warm, as well as providing a safe place for children during the holidays (meeting their emotional needs)	
Uniform support	When required, we provide financial support with school uniform for pupils so that pupils feel included and proud of themselves. This confidence prepares children to engage in their learning and succeed.	2, 3, 4, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	ALL
therapeutic services (talktime, kidsconnect, bereavement counselling, nurture, play therapy, autism social skills groups, sibling support groups)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk) We had two qualified senior play therapists on staff for five days every week who provide intensive support to some children for a short period. These therapists coordinate, and support others, in running a wide range of other therapeutic groups focused on improving resilience, social skills and emotional literacy. In addition, we bring in a Bereavement councillor for vulnerable children who have suffered loss.	2, 3, 5

Total budgeted cost (Trustwide): *£219,567*