

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 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	Mareham Le Fen Primary School
Number of pupils in school	82
Proportion (%) of pupil premium eligible pupils	25.6%
Academic year covered by statement	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Avril Moore
Pupil premium lead	Avril Moore
Governor / Trustee lead	Shauna Roe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39390
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£26170
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	£65560

Part A: Pupil premium strategy plan

Statement of intent

- At Mareham Le Fen CE Primary school, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, achieve high attainment across all subject areas and have access to a range of extra-curricular activities to enhance their curriculum experience. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve, be challenged and make at least good progress.
- Pupil Premium children will meet their potential through effective support.
- The current strategy plan focuses on the development of a well-rounded, Focused curriculum that's in place for all children, targeted on engaging all learners with staff skilled in adapting and delivering information in a way in which is accessible to all.
- Our key principles are based around Quality First Teaching, ensuring that disadvantaged pupils are fully supported and can access all learning. 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.
- We recognise and respond positively to children's social, emotional and behavioural needs.
- Our approach responds to common challenges and individual needs, rooted in robust diagnostic assessment and assessment for learning. The approaches we use complement each other to help pupils excel. To ensure they are effective we will:
 - Ensure disadvantaged pupils are challenged in the work that they're set
 - Act early to intervene at the point need is identified
 - Adopt a whole school approach to assessment, moderation and pupil progress tracking so pupils are monitored carefully, and assessments are accurate.
 - Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Baselines, assessments, and observations indicate that many disadvantaged pupils enter Reception/KS1 with less developed phonological knowledge.
2	Baselines and assessments and observations indicate that children enter school with less developed communication skills and poor vocabulary.
3	Assessments and observations indicate that disadvantaged pupil's confidence, attainment and progress in reading is not in line with those children that are non-disadvantaged.
4	Assessments and observations indicate that disadvantaged pupil's confidence and stamina for writing, attainment and progress in writing is not in line with those children that are non-disadvantaged.
5	Assessments and observations indicate that disadvantaged pupil's confidence and attainment and progress in Maths is not in line with those children that are non-disadvantaged.
6	Internal assessments indicate that attainment in the core subjects among disadvantage pupils is below non-disadvantaged pupils. Some Pupil Premium children have specific SEND needs.
7	Some PP children are not able to make progress or are ready to learn because of emotional well-being, social and behavioural 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
Increased proportion of PP pupils show rapid progress and strong achievement across the curriculum.	Pupils eligible for PP make as much progress as 'other' pupils' in reading, writing and maths. Measured by teacher termly assessments and SATs in Y6.
To achieve and sustain improved wellbeing for all our pupils in our school, particularly our disadvantaged pupils.	Pupils' confidence, resilience, self-esteem and wellbeing will improve.

Pupil well-being is prioritised to ensure that they learn and achieve.	Pupils supported with well-being progress and attainment in line with other pupils nationally a non-PP pupil in school.
To sustain improved attendance for all pupils particularly our disadvantaged pupils.	Sustained high attendance. There is no attendance gap between disadvantaged pupils and non-disadvantaged pupils.

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics -Continuous staff training in phonics. Phonics leader to evaluate effectiveness of phonics teaching in each class R-Y2 half termly To purchase extra reading resources to improve fluency.	Utilise PP to promote long term change which will help all pupils. Phonics (EEF Toolkit) Reading comprehension strategies High quality feedback Small group tuition DfE accredited phonics programme -Little Wandle. Phonics evidence base that indicates a positive impact on accuracy of word reading. Catch-up phonics in place for pupils falling behind. TA led 1-1 extra reading sessions. Develop reading confidence, stamina and a love of reading through Little Wandle follow on books which support pupils to become fluent readers.	1
Quality First Teaching is used to close the gap between disadvantaged and others. High quality teaching, assessment and a broad balanced knowledge in curriculum areas.	Excellent teaching is the most important lever schools have to improve outcomes for their pupils (EEF education endowment foundation.) Ensuring every teacher is supported in delivering high-quality curriculum which are essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	3 4 5 6

TA's deployed effectively so that pupils in need of additional support have access to high quality teaching.	<p>Through effective deployment of TA's and on-going teamwork and communication between the Teacher and TA ensures high quality teaching for all pupils.</p> <p>EEF toolkit guidance Impact is certainly more likely when TAs and those working alongside them are committed to increasing pupils' access to good teaching, to developing independence and to leading effective interventions.</p>	
Pupils are able to access all opportunities alongside peers.	<p>Consistent TA support in all classes for English and Maths lessons.</p> <p>Effective feedback given to improve learning.</p> <p>TA liaison time, in line with EEF recommendations, to support enhanced provision and support in English and Maths</p> <p>Targeted intervention for children needing to catch up.</p> <p>SENDCo support to ensure high quality provision for children with SEND.</p> <p>CPD for all staff.</p> <p>Every teacher a teacher of SEND.</p>	<p>3</p> <p>4</p> <p>5</p>
To improve the oracy and vocabulary skills of disadvantaged pupils so they can express themselves clearly, confidently, and effectively across the curriculum	<p>Embed daily structured talk (partner talk, sentence stems, drama, storytelling).</p> <p>Explicitly teach and revisit key vocabulary in all subjects.</p> <p>Use consistent visuals (word walls, vocabulary displays).</p> <p>Provide small-group language enrichment and narrative interventions.</p>	6
To improve the well-being, emotional regulation, and behaviour of disadvantaged pupils so they are better able to engage positively in learning and school life	<p>To provide breakfast club for disadvantaged children, to enable them to have a positive start to the day having something to eat and time to play with peers.</p> <p>EEF guidance says that offering a free nutritious meal before school can impact Reading, Writing and Maths by an average of 2 months.</p> <p>Provide targeted pastoral and ELSA (Emotional Literacy Support Assistant) sessions to support emotional awareness and coping strategies.</p> <p>Implement consistent use of emotion check-ins and restorative approaches across all classes.</p> <p>Strengthen home-school communication to ensure consistent support for behaviour and well-being.</p>	7

	Offer enrichment opportunities (e.g. art therapy, nurture groups, mindfulness) to promote confidence and self-esteem.	
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Targeted academic support Budgeted cost: £14,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonic support	EEF toolkit guidance 'These interventions should be targeted at specific pupils who have phonic gaps using information gathered from assessments. Use of Little Wandle half termly assessments in KS1. Followed by Little Wandle catch up sessions.	1 3
Establish on the spot intervention or small group in Maths and English for disadvantaged pupils falling behind age-related expectations.	EEF toolkit guidance Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one intervention can be a powerful tool for supporting these pupils when they are used carefully.'	4 5
To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by SL Pupil progress meetings termly Regular monitoring of targeted interventions	EEF Toolkit guidance: 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.' Small group tuition has an average impact of four months additional progress over the course of a year. (EEF)	6
Improve language and early literacy skills.	Additional support to pupils who are behind their peers in oral language development. Through quality teaching, targeted support, discussion and vocabulary and use of high-quality play. Broaden vocabulary and sentence structure through modelled talk, repetition, and explicit teaching of new language. EEF Toolkit guidance indicates that language interventions with frequent sessions over a sustained period have a larger impact.	2

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Wider strategies Budgeted cost:£13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support for vulnerable children and families to ensure attendance is maintained and readiness to learn.</p> <p>Wellbeing support to enable children to build secure and healthy relationships. Help children to deal with challenging behaviours and difficult emotions.</p> <p>Breakfast club ensures that children are on time and ready to learn allowing them to have the best possible start to the day.</p> <p>Subsidise trips, school milk, visits and experiences to support and improve life opportunities ensuring that all pupils can access enrichment opportunities.</p>	<p>EEF Guidance about wider strategies focussing on wellbeing and mental health.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life EEF toolkit. (e.g. improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Check in times with TAs at beginning or end of day.</p> <p>Elsa sessions provided when needed.</p> <p>Talk and draw lead by trained TAs.</p> <p>Opportunities to take part in extra- curricular activities impacts wellbeing.</p> <p>With improved attitudes, behaviour and relationships comes improved academic performance.</p> <p>Children whose basic needs are met, thrive in school. Children need all physical emotional and social needs met in order to achieve academically.</p> <p>EEF Toolkit-parental involvement.</p> <p>Social and Emotional learning. (EEF Toolkit)</p> <p>Provide pupils with cultural capital experiences which are planned and embedded in our curriculum.</p> <p>Extra -curricular activities are available to all children.</p>	All

Total budgeted cost: £ 33.468

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.

- **85.7% of pupils eligible for Pupil Premium met the expected standard for reading at the end of KS2. 71.4% met the expected standard for maths and writing.**
- **Attendance for the disadvantaged pupils was 96.6% compared to whole school attendance of 96.4%. Lateness of some Pupil Premium pupils has improved. Pupil premium funding has been used to provide targeted wellbeing support for all pupils, and interventions where required. We will continue to build on that approach as detailed in this plan.**