

## Leigh Academy Marden Pupil Premium Strategy Statement 2025 - 26

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   | Leigh Academy Marden  |
| Number of pupils in school  | 322                   |
| Proportion (%) of pupil premium eligible pupils   | 32.9% (106 pupils)    |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 1 Year                |
| Date this statement was published   | September 2025        |
| Date on which it will be reviewed   | August 2026           |
| Statement authorised by   | Mrs Hannah Penning    |
| Pupil premium lead  | Mrs Hannah Penning    |
| Governor / Trustee lead   | Mrs Deborah Biggenden |

### Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year    | £160,590 |
| Recovery premium funding allocation this academic year | £0       |

|   |          |
|---|----------|
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £160,590 |

## **Part A: Pupil Premium Strategy Plan**

### **Statement of Intent**

Pupil Premium is a government-funded resource paid to schools to meet the needs of disadvantaged pupils. Any pupil who is eligible for Free School Meals now, or has been eligible in the previous 6 years, will receive funding. The funding is also provided to meet the needs of children in care of the Local Authority, children who have recently been adopted from care and children of Service families. The funding paid for each of these groups is different and varies year on year.

### **Who is eligible for Pupil Premium?**

- Any pupil who is eligible for free school meals
- Children in the Armed Forces Personnel
- Looked After Children
- Children adopted from care or who have left care

Children can have free school meals and are eligible for Pupil Premium if they receive any of the following:

- Income support
- Income-Based Jobseekers Allowance
- Income Related Employment and Support Allowance (ESA)
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit provided you are not entitled to Working Tax Credit and have an annual income that does not exceed £16,190
- The guaranteed element of Pension Credit

### **Why Is Pupil Premium Important?**

Nationally, there is a strong link between economic disadvantage and poor achievement in schools. Across the country, there is a significant gap between the progress made by pupils eligible for free school meals and those who are not eligible. There are many reasons why this gap exists. Pupil Premium is given to schools to help us try to close this gap. It is important because it enables us to counteract the disadvantages that poverty imposes on children. It ensures

we can put the support in place to help every child in our school thrive and fully master each stage of the curriculum.

### **Pupil Premium at Marden Primary Academy**

At Marden Primary Academy we recognise that disadvantaged children often face more challenges socially and academically and therefore our pupil premium strategy aims to counteract these challenges and narrow the gaps that these children face. At the heart of our approach is high-effective quality first teaching, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will also benefit the non disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans and our approach will be in response to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

To ensure our strategies to support our disadvantaged pupils are effective we will:

- set high expectations and ensure disadvantaged pupils are challenged in the work that they're set
- act quickly and at the earliest opportunity to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- ensure there is a focus on wellbeing and self esteem so that pupils are ready to learn.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Lower attendance and punctuality which can affect progress. Attendance has been 91.7% during the previous academic year for children who are Pupil Premium. |
| 2                | Lower starting points than their peers in English and maths.  |
| 3                | Families who are unable to support the children with their learning at home.  |
| 4                | SEMH challenges such as lack of confidence and low self esteem.   |
| 5                | Financial challenges faced by families due to cost of living increases.   |

## 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   |
|---|--|
| <i>Improve attendance and punctuality for PP children.</i>  | The majority of pupils in receipt of pupil premium will attend school regularly and attendance will be more in line with children who are not pupil premium. |
| <i>To narrow the gap in attainment at 'expected standard' between pupils in receipt of the Pupil Premium and those who are not (less than -10% in all areas) across the school.</i> | Combined attainment at the end of Key Stage to be no less than 70% with a positive progress outcome.   |
| <i>To ensure all children in receipt of Pupil Premium feel safe, happy and are ready to learn each day through</i>  | A clear strategy for wellbeing will be in place to ensure there is appropriate support for pupils.   |

|   |  |
|---|--|
| <i>support and wider strategies of engagement.</i>                    | Staff will have appropriate training and strategies in place to ensure a whole school approach.<br>Children will show positive learning behaviours and will be ready to learn.                                       |
| <i>To improve enrichment opportunities for pupils who receive PP.</i> | Children will have at least one club a year subsidised to support them in attending.<br>Trips will be planned in advance allowing parents the opportunity to pay in instalments.<br>Prices of trips will be reduced. |

### 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: £60,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Professional development provided for all staff on evidence-based approaches, for example feedback, metacognition, or mastery learning.</i> | There is extensive evidence to suggest that in providing opportunities for all to attend evidence-based professional development through using resources such as The National College, The Education People and Steplab.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence">https://educationendowmentfoundation.org.uk/education-evidence</a> | 2                             |

|  |   |      |
|--|---|------|
|  | <a href="#">/guidance-reports/effective-professional-development</a>  |      |
| <i>Outdoor Learning Specialist Teacher</i> | <p>Helping children to self regulate and build their resilience means they are ready and able to access learning. The outdoor learning will provide opportunities for the children to further develop their leadership, teamwork and communication skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> | 4    |
| <i>Pre-teaching</i>                        | <p>Pupil premium pupils to benefit from pre-teaching key vocabulary in maths, English and across the curriculum. Pre-teaching to be delivered by teachers and/or TAs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>  | 2    |
| <i>Maths<br/>TTRS<br/>Numbots</i>          | The implementation of Times Table Rockstar has allowed children to engage with Maths both at home and school and learning is targeted so we can close gaps. Studies have shown that the use of digital technology can improve outcomes by 4 months.   | 2    |
| <i>English - Ed Shed</i>                   | The implementation of Ed Shed has allowed children to engage with Spellings both at home and school and learning is targeted so we can close gaps. Studies have   | 2, 3 |

|  |  |  |
|--|--|--|
|  | shown that the use of digital technology can improve outcomes by 4 months. |  |
|--|--|--|

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

Budgeted cost: £81,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>Words first resources and training.</i></p> <p><i>EYFS speech and language programme and allocated TA to run this.</i></p> | EEF notes a 5 month impact on learning for oral language interventions. It also adds that Early Years interventions, although expensive, have an impact of 5 months progression.   | 2                             |
| <i>Counselling</i>   | <p>SEMH interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> | 2,4                           |
| <i>Speech &amp; Language Link Licences &amp; Resourcing.</i>   | This resource can be used by children independently to help  | 2                             |



|   |   |   |
|---|---|---|
| <i>TA to lead and deliver.</i>  | <p>them access learning in class via the use of technology</p> <p>The LSA proportion of salary has been determined based on the amount of time to deliver the support across the school.</p>  |   |
| <i>Tutoring 1:6 in KS2 Additional Teacher/TA hours to support gaps in Reading, Writing and Maths within KS2.</i>        | <p>Gaps can be actively assessed and responded to dynamically. The EEF states that small group tuition can add up to 4 months of learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> | 2 |
| <p><i>Learning by questions.</i></p> <p><i>Individualised targeted intervention for Reading, Maths and Grammar.</i></p> | <p>Gaps can be actively assessed and responded to dynamically. The EEF states that small group tuition can add up to 4 months of learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> | 2 |

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

Budgeted cost: £19,590

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>ELSA provision</i></p> <p><i>TA to lead and deliver.</i></p> | <p>Helping children to self-regulate and to build their social and emotional resilience and understanding means that they are able to access the academic</p> | 4                             |

|  |  |   |
|--|--|---|
|  | <p>learning that is being taught to them. The EEF states that the teaching of metacognition and self-regulation has an impact of 7 months whilst social and emotional learning interventions add 4 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> |   |
| <i>School Uniform</i>  | Finances should not be a barrier to all children being able to access education in full school uniform.  | 5 |
| <i>Wraparound Care</i>   | We will support working families with wrap-around care if applicable. Attendance at breakfast club provides children with a stable start to the school day which allows them to engage with their learning.  | 5 |
| <i>Trips, clubs, events to be provided at a reduced/no cost.</i> | Children from disadvantaged backgrounds may not have the same opportunities socially and culturally as their non-disadvantaged peers. By enabling them to access the same opportunities we are able to open up a variety of experiences for them. This includes sports participation which is shown by the EEF to have a 1 month impact on learning.   | 5 |

|                             |   |            |
|-----------------------------|---|------------|
|                             | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>   |            |
| <i>Attendance support</i>   | <p>If children are not at school, they will fall further behind. Investing in staffing and intervention to support all learners accessing school is imperative. This will be an aspect of the Inclusion Lead's salary where there are designated tasks to focus solely on attendance. Parents will have more trust in the school which will enable them to discuss their needs and the needs of their children so that they can be properly supported.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> | 1          |
| <i>Additional resources</i> | As the year progresses there will be an accessibility fund that can be accessed to support the ongoing needs of PP children.  | 1,2,3,4,5, |

**Total budgeted cost: £160,590**

**Externally provided programmes:**

| Programme                       | Provider              |
|---------------------------------|-----------------------|
| Times Table Rockstars / Numbots | Maths Circle          |
| Spelling Shed                   | EdShed                |
| Learning by Questions           | Learning by Questions |

## 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.

| Aim   | Target   | Reviewed   |             |       |                         |     |                     |     |                         |       |            |      |                   |     |               |       |                     |       |       |      |             |             |       |          |         |       |       |       |       |       |     |       |       |      |       |  |
|---|--|--|-------------|-------|-------------------------|-----|---------------------|-----|-------------------------|-------|------------|------|-------------------|-----|---------------|-------|---------------------|-------|-------|------|-------------|-------------|-------|----------|---------|-------|-------|-------|-------|-------|-----|-------|-------|------|-------|--|
| <i>Improve attendance and punctuality for PP children.</i>  | The majority of pupils in receipt of pupil premium will attend school regularly and attendance will be more in line with children who are not pupil premium. | Attendance for PP remained in line with the previous academic year at 92% which was just 4.0% below non-PP.<br><br>Lates has remained reduced and in line with the previous academic year of 0.1%  |             |       |                         |     |                     |     |                         |       |            |      |                   |     |               |       |                     |       |       |      |             |             |       |          |         |       |       |       |       |       |     |       |       |      |       |  |
| <i>Disadvantaged pupils at all attainment levels will make at least expected progress and where they need to diminish the difference, they make accelerated progress in reading, writing and maths.</i> | To be in line with or exceed the national average for the expected standard in statutory assessment points (GLD, Phonics, KS2 SATs).                         | <table><tr><th>EYFS</th><th>2025</th></tr><tr><td>% achieving GLD overall</td><td>83%</td></tr><tr><td>% achieving GLD PPG</td><td>65%</td></tr><tr><td>% achieving GLD non-PPG</td><td>92.3%</td></tr></table><br><table><tr><th>Y1 Phonics</th><th>2025</th></tr><tr><td>% passing overall</td><td>82%</td></tr><tr><td>% passing PPG</td><td>64.7%</td></tr><tr><td>% passing non - PPG</td><td>96.2%</td></tr></table><br><table><tr><th>EXS +</th><th>GPAS</th><th>Readin<br/>g</th><th>Writin<br/>g</th><th>Maths</th><th>Combined</th></tr><tr><td>Overall</td><td>78.6%</td><td>92.9%</td><td>81.0%</td><td>78.6%</td><td>73.8%</td></tr><tr><td>PPG</td><td>50.0%</td><td>75.0%</td><td>50.0</td><td>58.3%</td><td></td></tr></table> | EYFS        | 2025  | % achieving GLD overall | 83% | % achieving GLD PPG | 65% | % achieving GLD non-PPG | 92.3% | Y1 Phonics | 2025 | % passing overall | 82% | % passing PPG | 64.7% | % passing non - PPG | 96.2% | EXS + | GPAS | Readin<br>g | Writin<br>g | Maths | Combined | Overall | 78.6% | 92.9% | 81.0% | 78.6% | 73.8% | PPG | 50.0% | 75.0% | 50.0 | 58.3% |  |
| EYFS  | 2025   |  |             |       |                         |     |                     |     |                         |       |            |      |                   |     |               |       |                     |       |       |      |             |             |       |          |         |       |       |       |       |       |     |       |       |      |       |  |
| % achieving GLD overall   | 83%  |  |             |       |                         |     |                     |     |                         |       |            |      |                   |     |               |       |                     |       |       |      |             |             |       |          |         |       |       |       |       |       |     |       |       |      |       |  |
| % achieving GLD PPG   | 65%  |  |             |       |                         |     |                     |     |                         |       |            |      |                   |     |               |       |                     |       |       |      |             |             |       |          |         |       |       |       |       |       |     |       |       |      |       |  |
| % achieving GLD non-PPG   | 92.3%  |  |             |       |                         |     |                     |     |                         |       |            |      |                   |     |               |       |                     |       |       |      |             |             |       |          |         |       |       |       |       |       |     |       |       |      |       |  |
| Y1 Phonics  | 2025   |  |             |       |                         |     |                     |     |                         |       |            |      |                   |     |               |       |                     |       |       |      |             |             |       |          |         |       |       |       |       |       |     |       |       |      |       |  |
| % passing overall   | 82%  |  |             |       |                         |     |                     |     |                         |       |            |      |                   |     |               |       |                     |       |       |      |             |             |       |          |         |       |       |       |       |       |     |       |       |      |       |  |
| % passing PPG   | 64.7%  |  |             |       |                         |     |                     |     |                         |       |            |      |                   |     |               |       |                     |       |       |      |             |             |       |          |         |       |       |       |       |       |     |       |       |      |       |  |
| % passing non - PPG   | 96.2%  |  |             |       |                         |     |                     |     |                         |       |            |      |                   |     |               |       |                     |       |       |      |             |             |       |          |         |       |       |       |       |       |     |       |       |      |       |  |
| EXS +   | GPAS   | Readin<br>g  | Writin<br>g | Maths | Combined                |     |                     |     |                         |       |            |      |                   |     |               |       |                     |       |       |      |             |             |       |          |         |       |       |       |       |       |     |       |       |      |       |  |
| Overall   | 78.6%  | 92.9%  | 81.0%       | 78.6% | 73.8%                   |     |                     |     |                         |       |            |      |                   |     |               |       |                     |       |       |      |             |             |       |          |         |       |       |       |       |       |     |       |       |      |       |  |
| PPG   | 50.0%  | 75.0%  | 50.0        | 58.3% |                         |     |                     |     |                         |       |            |      |                   |     |               |       |                     |       |       |      |             |             |       |          |         |       |       |       |       |       |     |       |       |      |       |  |

|  |   |  |       |       |  |   |  |  |           |       |      |       |       |  |
|--|---|--|-------|-------|--|---|--|--|-----------|-------|------|-------|-------|--|
|  |   | <table><tr><td></td><td></td><td></td><td>%</td><td></td><td></td></tr><tr><td>Non - PPG</td><td>90.0%</td><td>100%</td><td>93.3%</td><td>86.7%</td><td></td></tr></table>   |       |       |  | % |  |  | Non - PPG | 90.0% | 100% | 93.3% | 86.7% |  |
|  |   |  | %     |       |  |   |  |  |           |       |      |       |       |  |
| Non - PPG  | 90.0%   | 100%   | 93.3% | 86.7% |  |   |  |  |           |       |      |       |       |  |
| <b><i>For PP children to feel safe, happy and ready to learn.</i></b>        | <p>A clear strategy for wellbeing will be in place to ensure there is appropriate support for pupils. Staff will have appropriate training and strategies in place to ensure a whole school approach. Children will show positive learning behaviours and will be ready to learn.</p> | <p>Whole school attendance for the academic year was 94.2% which was above national.</p> <p>Nurture groups were offered alongside whole class opportunities for outdoor learning and counselling was in place for key children to support their emotional wellbeing.</p> <p>Learning through inquiry allows all children to share their ideas and opinions and supports in making learning engaging and accessible for all.</p> <p>Positive learning behaviours and achievements are celebrated weekly in assembly to support the children in feeling a sense of pride.</p>  |       |       |  |   |  |  |           |       |      |       |       |  |
| <b><i>To improve enrichment opportunities for pupils who receive PP.</i></b> | <p>Children will have at least one club a year subsidised to support them in attending. Trips will be planned in advance allowing parents the opportunity to pay in instalments. Prices of trips will be reduced.</p>   | <p>More practically, to ensure pupils could attend the academy and families can have the very basics they deserve, we have provided families with uniforms and have subsidised or funded trips and visits. We have funded a free club place for every child (10 weeks). We have also funded wrap around care places where necessary to support working families or those most in need.</p> <p>Parents have been given advanced notice of trips to allow them to pay in installments if appropriate.</p> <p>All children in Y2 - Y6 have had access to a 1:1 Chromebook device and EYFS/Y1 have had 1:2 or small group access to iPads.</p> |       |       |  |   |  |  |           |       |      |       |       |  |