

Pupil premium strategy statement – Marlborough St. Mary's

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	354
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 – 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Dan Crossman
Pupil premium lead	Louise Stevens
Governor / Trustee lead	Gill ross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,160 (Financial Year)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£151.160

Part A: Pupil premium strategy plan

Statement of intent

At Marlborough St Marys, we strongly believe that all children deserve to thrive. We feel that it is our role to help to close the gap that exists between the disadvantaged and advantaged learners within our local community. We are aware that this gap is not only academic but also, experiential and pastoral.

Because of our strong focus on the needs of all our learners, all that we do is based within four overarching goals: Talk, Read, Connection and Joy. These goals have been developed during the last year with our previous foci of Marlborough and Pride becoming Connection and Joy.

Talk

We know that our disadvantaged children come to us with significantly less vocabulary than their more advantaged peers. This means that it is vital that we prioritise this within our curriculum. We do this through a whole school approach to questioning where we use think, pair, share techniques to develop children's discussion skills. This approach is also explicitly built into the curriculum. Our reading lessons are based around developing both vocabulary and spoken language. In maths, we focus on the use of reasoning language to explain and unpick mathematical problems. We use Five to Thrive as a basis for our behaviour management which heavily focusses on talk and providing children the opportunity to "unpick" their behaviour and understand their emotions.

Read

We know that Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). This means that encouraging and enabling children to read for pleasure sits at the very heart of our curriculum. This is especially evident in our approach to reading lessons where enabling children to enjoy and understand a carefully selected series of high-quality texts is built into the curriculum. This is then mirrored in our Writing lessons.

We are acutely aware that in order to read for pleasure, children need the technical skills of reading. Due to this, we have a rigorous approach to phonics and giving children the tools they need to learn to read.

We wish to remove every barrier that lies in the way of children reading for pleasure. Therefore, our children and parents have access to an easy to use, digital reading record. When selecting books, once they are beyond our phonics scheme, children have access to a well-stocked library that is organised by genre to enable children to

find books that they love. However, the first port of call for children is their classroom where their teacher will have selected a carefully curated series of books that they feel the children will enjoy and that they can recommend.

Connection

We want our pupils to feel deeply connected - to each other, their families, our school, the wider community and the world beyond. For disadvantaged pupils, these connections are particularly important as they provide the social capital, sense of belonging and breadth of experience that can otherwise be harder to access. Through partnerships with organisations such as Marlborough College, St John's, local businesses, and care homes we can create opportunities for pupils to engage with a wider range of people, places and experiences.

These connections help pupils understand their place in the wider world, develop confidence and build aspirations. By intentionally strengthening these relational and community links, we support disadvantaged pupils to develop the cultural capital, networks and positive relationships that can narrow the attainment and opportunity gap between them and their non-disadvantaged peers.

Joy

We believe childhood should be full of happiness. We are committed to deliberately planning experiences that spark joy for all of our pupils. These are moments that make our pupils smile, laugh and love learning simply for the pleasure of it. For our disadvantaged pupils' joyful experiences in school are particularly powerful: they build motivation, strengthen engagement and create positive associations with learning that can counterbalance external barriers.

By designing a curriculum rich in creativity, curiosity, playfulness and celebration, we ensure that every child has access to the uplifting experiences that support emotional wellbeing and deepen learning. Joyful moments help pupils feel confident, connected and ready to participate fully in school life. In doing so, they contribute directly to narrowing the gap in engagement, attendance and progress between disadvantaged and non-disadvantaged learners.

Challenges

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

Challenge number	Detail of challenge
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1	Language – We recognise that, on entry, there are gaps in our children’s language acquisition. This is reflected in our GLoD figures which show that, at the date of producing this strategy (2024/2025), 64% of our disadvantaged learners achieve this which is 4% lower than the national average of 68%. Over the past year the GLoD outcomes for our disadvantaged learners have improved however we aim to continue to narrow the gap and recognise that language acquisition and use continues to be a weakness for our pupils on arrival at school.
2	Attendance – the attendance of our disadvantaged pupils has improved significantly during the last academic year (see data in Outcomes section) however our DL pupils attendance is still below the national average. In the 2024-2025 school year the national attendance was 94.8% and our disadvantaged learners attendance was 91.5%. This is a 1.4% increase on the previous year however we would like to see our DL pupils attendance closer to that of the national attendance figure.
3	Attainment – KS1 and KS2 results show a significant gap between DL and Non DL. More detail on this can be found in the table included in the “Outcomes for Disadvantaged Learners” section below.
4	Cost of living and impact on school engagement. This is shown through the high level of pupil premium at the school and the number of families that are struggling financially.
5	High Levels of Safeguarding and the demand on the school systems and capacity to meet need.
6	GLD, at the date of producing this strategy (2024/2025), indicates a gap with children’s self-regulation. This presents in the levels of children presenting with challenging behaviour. This further increases the demand on school systems and provision.

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
1 – Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Reading lesson observations will show children clearly articulating themselves in both Peer to peer and child to adult interactions.</p> <p>Observations will show teachers effectively using Think pair share techniques.</p> <p>GLoD will show clear signs of improvement especially in language.</p> <p>All areas of internal data and external data will show an upward trend.</p>

2 – Where poor attendance has been identified, our actions have led to improvements.	Clear roles will have been created for pastoral team. There will be improved attendance in the areas of both absence and persistent absence. Internal attendance data will show an upward trend and the impact of our work with families.
3 – Key measures over time show that outcomes for children are improving.	New approach to reading and writing has been constantly implemented. Monitoring shows that QFT is strong
4 – Financial constraints are not a barrier to children’s learning	Affordable schools year 1 criteria will have been met
5 – Applying the schools rigorous safeguarding will continue to build strong relationships.	CPOMS and case studies will show improved outcomes for children.
6 – Use of Five to Thrive techniques, Willow room and targeted interventions will support children with their self-regulation	CPOMS behaviour reports and case studies will show improved regulation in children

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 71,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of books for use in Book Talk sessions including RWI books. £700</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1
<i>Purchase of Pira/Puma/CG P - £3800</i>	The ability to regularly use a cycle of “test, do, review” ensures that we are able to direct our resources effectively.	3

	<p>Education Endowment Foundation (EEF) "Diagnostic assessment is a powerful tool for identifying gaps in knowledge and skills, particularly for disadvantaged pupils who may not benefit equally from a standard curriculum." (EEF Toolkit: Assessment and Feedback. Available at educationendowmentfoundation.org.uk)</p>	
<i>Purchase of Insight – Online Pupil Tracking Software</i> £1500	<p>The ability to regularly use a cycle of “test, do, review” ensures that we are able to direct our resources effectively.</p> <p>Education Endowment Foundation (EEF) "Diagnostic assessment is a powerful tool for identifying gaps in knowledge and skills, particularly for disadvantaged pupils who may not benefit equally from a standard curriculum." (EEF Toolkit: Assessment and Feedback. Available at educationendowmentfoundation.org.uk)</p>	3
<i>Kapow (DT, Geography & Music) - £950</i>	<p>Participation in the arts has a high impact for low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	3, 6
<i>Cost of Learning resources</i> £15,000	<p>The ability to regularly use a cycle of “test, do, review” ensures that we are able to direct our resources effectively.</p> <p>Education Endowment Foundation (EEF) "Diagnostic assessment is a powerful tool for identifying gaps in knowledge and skills, particularly for disadvantaged pupils who may not benefit equally from a standard curriculum." (EEF Toolkit: Assessment and Feedback. Available at educationendowmentfoundation.org.uk)</p>	3
<i>66% of PE coach time - £30,000</i>	<p>The EEF teaching and learning toolkit indicates that physical activity has a significant impact for a low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity?utm_source=/education-evidence/teaching-learning-toolkit/physical-activity&utm_medium=search&utm_campaign=site_search&search_term=physical;</p>	3,5, 6
<i>French teacher time - £13,000</i>	<p>Participation in the arts has a high impact for low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	3,1
<i>Primary Heads Forum</i> £500	<p>The EEF notes that staff being kept up to date on the latest strategies has a high impact for a relatively low cost.</p>	3

<i>Purchase of Read Write Inc phonics scheme. £2000</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1, 3
<i>Disadvantaged Learners Training £500</i>	The EEF notes that staff being kept up to date on the latest strategies has a high impact for a relatively low cost.	3
<i>Purchase of Can Do Maths Scheme and Numbots £900</i>	This has resulted in a proven, high quality Maths curriculum across the school. Research from the EEF has also shown the that homework has a high impact for a very low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	3
<i>Purchase of IT learning resources to include Jigsaw, Scode, Oxford Owl, Digimaps, Emmanual £2250</i>	High quality resources being used to support teachers to deliver high quality first teaching	3

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

Budgeted cost: £ 41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Cost of Teaching Assistants to include Willow (1:1 support and structured interventions) £41,000</i>	It has been consistently shown that Teaching Assistants have a moderate impact for a moderate cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3

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

Budgeted cost: £39,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Cost of the in-house pastoral team.</i> <i>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</i> £35,000</p>	<p>The EEF states that Parental engagement is one of the highest impacts for a very low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2 and 5
<p><i>Cost of purchasing Digital Reading Record</i> £1050</p>	<p>The Wiltshire pupil premium research shows that removing barriers for parents to learning has a significant impact on parental engagement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1
<p><i>Cost of subsidising children to attend the Ultimate Adventrues residential trip</i> £2500</p>	<p>Based on our experience, we find that this not only helps with parental experience but that it increases the cultural capital of our children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	4
<p><i>Young Carers</i> £515</p>	<p>This has a significant effect on the attendance of some of our most vulnerable children.</p>	5

Total budgeted cost: £ 151,065

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the last year, the school has continued to prioritise the teaching of Phonics as part of an “entry up” strategy of improvement.

We continued to embed our approach to self-regulation in order to address the disadvantaged learners gap using the Hygge approach. This had a significant effect on the number of disadvantaged learners achieving GLoD as evidenced in the data below.

We have continued to embed our programme of enrichment activities to ensure that our disadvantaged learners have access to a variety of experiences to boost their social capital and allow them to experience a range of activities.

Many of our pupil premium children also have other connected disadvantages, for example, having social care involved with the family, so as a school we continue to prioritise their emotional well being and supporting them to be safe, happy and then learning. During the last year the children have had access to small forest school groups, our nurture room, ELSA and support through the Five to Thrive skills of our staff.

Current data indicates an improvement in outcomes for our KS1 pupil premium cohort, demonstrating the positive impact of early interventions and targeted support. Although KS2 outcomes have dipped, the school has a clear understanding of the factors influencing this and is taking effective action to address them. Our strong commitment to pupils’ emotional well-being remains central to our approach, as we recognise that secure and supported learners are better positioned to make sustained academic progress. Leaders are using this understanding to refine provision so that both the pastoral and academic needs of our KS2 pupil premium pupils are met with equal rigour.

Below is a table showing the current data picture across the school for our disadvantaged learners.

Area	National All children	School PP children	GAP to National	School Trend
GLoD	68%	64%	-4%	+28%
Phonics Year 1	80%	67%	-13%	-8%

KS1 Reading		89%		+ 26%
KS1 Writing		44%		-6%
KS1 Maths		78%		+28%
KS1 RWM		44%		+13%
KS2 Reading		35%		-15%
KS2 Writing		36%		-6%
KS2 Maths		28%		-22%
KS2 RWM		21%		-12%

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Our relentless work on attendance has had a significant impact on the attendance of our pupil premium children which can be seen in the table below –

	2023-2024	2024-2025	Change
Severely Absent (50% or more missed)	2.7%	2.8%	+0.1%
Persistently Absent (10% or more missed)	36%	20.6%	-15.4%
At risk of persistent absence (5-10% missed)	36%	32.7%	-3.3%
Good attendance (95-99%)	22.5%	41.1%	+18.6%
Excellent attendance (99%+)	2.7%	2.8%	+0.1%

Externally provided programmes

Programme	Provider
Read, Write Inc Virtual Classroom enabling remote access and support for phonics teaching	Read, Write Inc
Can Do Maths for planning and delivery of Maths lessons.	Buzzard publishing
Numbots for children to use as part of home learning.	Maths Circle LTD

How our service pupil premium allocation was spent last academic year
<p>We have a small number of children who receive the Service Pupil Premium funding. We have been able to support them this year through one of our highly skilled teaching assistants who was previously in the army. She has developed links with army support groups and set up a fortnightly group for these children to support their emotional well-being. ELSA and our nurture room still remain available to them as and when they are needed.</p>
The impact of that spending on service pupil premium eligible pupils
<p>At the end of the 2024-2025 academic year all of our Service Pupil Premium children were either achieving expected standards or greater depth. As we strengthen our support for these children through the use of our teaching assistant we hope to maintain that success.</p>

Further information (optional)

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