



Pupil Premium Strategy Statement Marcham CE Primary School

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 outcomes for disadvantaged pupils last academic year. We have been guided in the writing of this report by the EEF Guide to the Pupils Premium.

[The EEF Guide to the Pupil Premium | EEF](#)

School overview

Detail	Data
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	16.96%
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)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lindsay Priddle Headteacher
Pupil premium leads	Lindsay Priddle and Emma Callahan
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£45,400

Part A: Pupil premium strategy plan

Statement of intent

At Marcham CE Primary School, our aim is for pupils “to achieve excellence in education in a safe, caring, collaborative community where Christian values are integral and learning is fun”. This is characterised by our vision: *Living and Learning with Faith, Community and Hope*.

We are a caring, happy school that promotes a culture of lifelong learning with high aspirations for all, delivering high-quality, inclusive teaching through a broad and creative curriculum that meets every pupil’s needs. Our pupil premium strategy aims to ensure disadvantaged pupils—including vulnerable groups such as those with social workers or young carers—make strong progress and achieve highly across all subjects, while continuing to support the achievement of pupils who are already high attainers. With high-quality teaching at the core of our approach, we focus on the areas where disadvantaged pupils most need support, recognising this as the most effective way to close attainment gaps and raise standards for all. Our intention is that the attainment of disadvantaged pupils improved alongside the sustained progress of their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1.	Observations and data analysis has highlighted the broadening attainment gap between our disadvantaged pupils compared to our non-disadvantaged pupils. Significant gaps in phonological awareness and the acquisition of phonic skills are negatively impacting on development as readers.
2.	Observations, assessment tasks and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many of our disadvantaged pupils. With the Oracy Education Commission report, “We need to talk” published in October 2024, there is a real focus on our children developing these skills.
3.	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils is impacted by the reduced number of opportunities available to them. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in all areas.
4.	Observations and discussions with pupils and families have identified social and emotional issues for many pupils, with anxiety needs prevalent. These challenges affect their attainment and attendance. 27% of pupils on the SEND register are also registered as disadvantaged – 67% of whom have SEMH has a primary or secondary need. Some pupils are still developing their sense of belonging and some negative parental experience can impact significantly.
5.	The quality of teaching must consistently be of the highest standard to effectively meet the diverse needs of all learners, ensuring appropriate scaffolding that fosters independence and enables more pupils to achieve the expected standards in Reading, Writing, and Mathematics.

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 oral language skills and vocabulary among 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, class and individual discussions and contributions, work scrutinies and ongoing formative assessment.
Improved reading attainment for disadvantaged pupils.	- KS1 Phonics results in 2027/28 for our disadvantaged pupils is at least in line with age related expectations. - KS2 reading outcomes in 2027/28 for our disadvantaged pupils is at least in line with age related expectations.
To achieve increased emotional and social stability for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of social and emotional regulation by 2027/28 demonstrated by: - A significant reduction in the numbers being referred to both internal support (e.g. Nurture group) and external references (e.g. CAMHS). - Qualitative data from student voice, student and parent surveys and teacher observations. - Fewer incidences of behaviour issues being reported. - Reduced periods of dysregulation for our pupils identified with SEMH needs. - Increased capacity to accommodate need. (Nurture groups increased). - Increased parental engagement with school, reducing negative attitudes and increasing support for their and their child's needs.
To enable pupils to aspire to achieve "beyond their expectations", in line with school vision.	Improved outcomes for 2027/28 demonstrated by: - Increased provision of 'culture', 'different and extra' and 'widening opportunities'. - High quality teaching across all subjects ensures aspiration for achievement. - A significant increase in participation in enrichment activities, particularly among our disadvantaged pupils. - Evidence of increased engagement in lessons. - Support for parents in raising expectations. - KS2 outcomes in line with national expectations.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. -Annual subscription to Rocket Phonics.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF <u>(Phonics programme purchased Sept 2022)</u>	1, 2, 5,
Whole school training on Language Development	A phase leader to attend training and be accredited as a 'Language Lead' and to cascade this training to all staff to ensure that our school is a language-rich environment and to improve oracy skills for all children. Communication and language approaches EEF	1, 2, 5
Maintain focus on the rates of progress and attainment in English. -Participation in the Oxfordshire English Network -Continued training of staff on how we teach writing. -Focus on writing in communication with parents -Procurement of SALT services to improve oral language skills	The DfE non-statutory guidance has been produced through the contributions of literacy experts and school leaders, (many of whom are part of the government's English Hubs programme), drawing on evidence-based approaches. Reviews have found that reading capability is the best predictor of later achievement: https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy The evidence also suggests that children benefit from a balanced approach to literacy that includes a range of approaches. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks-2	1, 2, 5

	The government's commitment to making "oracy a priority at all stages of education– so that every young person leaves school with the confidence and skills to use their voice to overcome barriers and make the most of their lives." https://oracyeducationcommission.co.uk/wp-content/uploads/2024/10/Future-of-Oracy-v23-web-13.pdf	
Enhancing the practice of teaching assistants to best meet the needs of all children. -Regular TA training sessions: Maths, English, pedagogy.	Teaching assistants comprise over a quarter of the workforce in mainstream schools in England: 35% of the primary workforce. We want to ensure that teaching assistants are equipped and deployed appropriately to meet the needs of all of our children. Making Best Use of Teaching Assistants EEF	1, 2, 5
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Jigsaw (whole school PSHE programme)	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) Purchase and embedding of Personal, Social, Health Education scheme to ensure that our Personal, Social and Emotional Health curriculum is progressive and sequenced effectively	1, 3, 4,
Whole school training on Adaptive teaching	In-house training and using external providers to develop a professional development programme on Adaptive teaching practices to ensure teaching meets the needs of all learners 1. High-quality teaching EEF	1, 5
Whole school training on Marcham approach to writing	In house training and external provider (OCC consultant) to support development of writing within school. Follow up session to ensure high quality planning and teaching is consistent. https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1, 2, 5,

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

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
WellComm screening – Speech & Language Toolkit Talk time Intervention – improved oral language TalkAbout Intervention: small group work focussing on self-esteem and social communication skills.	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	2, 4,
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered based on the Rocket Phonics Scheme. Additional Handwriting sessions, (with some links to the Phonics).	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 over a period up to 12 weeks: Phonics EEF	1, 2,
Small group external support for pupils with dyslexia	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 5
Small group support to facilitate access to the tuition targeted at specific needs and knowledge gaps and to provide a programme of support for pupils who cannot access the curriculum independently.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 5,

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

Budgeted cost: £12,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual Nurture sessions for specific children.	There is extensive evidence which links 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): Improving Social and Emotional Learning in Primary Schools EEF	3, 4,
To equip our vulnerable and disadvantaged children to lead happier healthy lives and to be effective learners. Milk provision Subscription to a PSHE scheme to secure a consistent approach (previously accounted).	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) Purchase and embedding of Personal, Social, Health Education scheme to ensure that our Personal, Social and Emotional Health curriculum is progressive and sequenced effectively	3, 4,
Review and increase the availability of support for disadvantaged pupils with social and emotional needs. External support: - Play Therapy - Alternative provision Systems to monitor and provide training for pupil's social and emotional well-being. Renewed whole school focus for both staff and pupils on behaviour and behaviour management/ self-regulation.	Evidence shows that metacognition and self-regulation have the greatest impact on pupil outcomes: Metacognition and self-regulation EEF	1, 3, 4,
Increase parental engagement with learning processes to avoid widening the attainment gap. Subject information sessions for parents – Phonics, writing, maths	Parental engagement has a positive impact on outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4,

Open Mornings – opportunities for parents to look at work/classroom environment with their children.		
Increase levels of aspiration through targeted activities for disadvantaged pupils and families. Increase sense of ‘belonging’ and community. Increase levels of aspiration through activities in school which broaden horizons. (eg. school visits and experiences; visitors to school to inspire (Scientists, authors, illustrators etc.) - Access to music tuition - Christmas books: - Uniform vouchers - Support for educational visits including residential trips.	Parental engagement has a positive impact on outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3, 4,

Total budgeted cost: £45,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 2 performance data, phonics check results, multiplication check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and school level.

Data from internal end of year tests and assessments suggest that, despite some strong individual performances, the attainment of the school's disadvantaged pupils in 2024/25 overall is below their non-disadvantaged peers in Reading and Maths within this academic year. However, there are classes where our disadvantaged children have higher attainment than their peers in Reading and Maths. A considerable proportion of our pupils on the SEND register (27%) are also disadvantaged where needs are significant.

The introduction of a recognised SSP programme was a positive contributor to better outcomes for our disadvantaged pupils in Phonics screening and increased progress, even if they did not 'pass' the test. Results last year increased from the previous year however, were still below the national average. Continued support and rigorous assessment to reduce gaps in learning is being established this year.

There has been strong provision for our pupils in this area. Linked with the provision for those with social and emotional needs, pupils have continued Marcham School attendance is above national norms. Our disadvantaged pupils' attendance data is less than 2% below whole school attendance records which is an achievement. This suggests that pupils enjoy coming to school and a rigorous set of procedures managed by senior staff mean that pupils' attendance is a high priority.

Staff have established a calm, orderly and purposeful environment through the school day. Pupils generally behave well. Challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
1 – 2 – 1 online Maths tuition	Third Space - £4140

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
Additional reading support for some of our pupils and opportunities to broaden horizons paid for.
The impact of that spending on service pupil premium eligible pupils
Our Service pupil premium eligible pupils are taking advantage of the additional support (reading and phonics interventions) to reduce the gap in learning.