

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	Marlborough Road Academy
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	71%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Ms Emma Wileman Head of School
Pupil premium lead	Miss Cath Ditchfield Inclusion Manager
Governor / Trustee lead	Frank McCarron
Detail	Amount
Pupil premium funding allocation this academic year	£251,079
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£251,079

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, 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 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 for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted 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 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.	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, vocabulary and comprehension gaps among many disadvantaged pupils.) Wellcomm assessment data shows that the majority of pupils have below age related vocabulary acquisition on entry to Nursery in 2025.
2.	Opportunities for many to practice reading and phonics outside of school are limited.

	The lowest score on our annual pupil survey was 'An adult at home reads to me.' Therefore, there are limited models of good English other than at school. Part of our fluency intervention is an adult reading to the child.
3.	The school is in an area of high deprivation meaning that in many cases, pupils' access to wider life experiences is limited. This impacts on their understanding of the world, development of wider interests and talents, cultural capital, related language and comprehension abilities.
4.	67% of pupils do not have English as their first language. Many pupils do not speak English at home.
5.	Children accessing our Place2be drop ins show an increase in levels of anxiety amongst the school population (especially KS2)
6.	Rates of attendance for disadvantaged pupils are below the school target. Term time holidays and the number of families not returning on time following the summer holidays is a concern. Our assessments and observations indicate that absenteeism is negatively impacting all pupils progress, including the disadvantaged and otherwise vulnerable.

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, vocabulary and comprehension skills amongst disadvantaged pupils	Assessments show that pupil scores are rising: Wellcomm, PIRA. Rising scores triangulate with other forms of assessment/monitoring such as observation, pupil conferencing, work scrutiny indicating pupils' increased ability to apply improved language skills to their learning
Improved phonics skills for disadvantaged pupils	Phonics screening check outcomes reflect the positive impact of QFT in early reading and continue to rise Standards of attainment in phonics in Y1 continue to build on higher than average outcomes for disadvantaged pupils Internal data shows an increased % of pupils leaving EYFS Y1 ready in reading year on year Targets set for phonics outcomes for individuals pupils in receipt of pupil premium funding are met by at least 90% of disadvantaged pupils (without complex SEND) National standards of attainment continue to be met at Y2 and in Y6 the gap closes year on year.

<p>Improved reading attainment and progress for disadvantaged pupils</p>	<p>Progress data for pupils in Y6 improves year on year for disadvantaged pupils</p> <p>Internal assessment data shows improving outcomes for disadvantaged pupils in Y1, Y3, Y4, Y5</p> <p>Targets set for reading outcomes for individuals pupils in receipt of pupil premium funding are met by at least 90% of disadvantaged pupils (without complex SEND)</p>
<p>Disadvantaged pupils have the cultural capital they need to move on to the next stage of their education</p>	<p>Disadvantaged pupils are represented on bodies and within groups promoting leadership and development across the school, within the Trust and the wider world</p> <p>Records of children attending place2be continue to show support for children to manage anxieties faced.</p> <p>Pupil voice indicates that the % disadvantaged pupils feel that they have the skills and experience need to compete with their peers locally, nationally and internationally increases year on year.</p> <p>Disadvantaged pupils continue to be introduced to a wide range of experiences/disciplines through the pupil charter, the curriculum (planned and hidden) and through extra curricular opportunities. The % of disadvantaged pupils attending after school clubs rises year on year.</p>
<p>Improved rates of attendance for all pupils but especially disadvantaged pupils</p>	<p>Attendance rates for all pupils including disadvantaged and otherwise vulnerable pupils are rising year on year and are consistently above 95%, with PA below 15%.</p>

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)

Total Budgeted - £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching We will support access to high quality CPD for all staff, so that the support they provide mirrors the metacognitive approach taken by teachers. Conscious discipline and kagan CPD for all staff Teaching assistant training in speech and language and phonics catch up.	Despite their starting points, all disadvantaged pupils have the opportunity for further support in English and Maths, if and as required. Research shows that the effective use of a metacognitive approach to support adds 7+ months to pupils' progress. This is rated as a high impact strategy by the EEF. EEF research indicates Teaching Assistant interventions can add 4+ months to pupils' progress https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition EEF Teaching and Learning Toolkit	1,2,3,4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing staff training and release time. Wellcomm/RWinc/ Speech and language	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. Rated by the EEF as a high impact strategy. Evidence: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2

<p>Purchase of update training for DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Read, Write Inc</p>	<p>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. This is rated as a high impact strategy by the EEF.</p> <p>Evidence: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Structured programme to support pupils to develop mathematical fluency to secure stronger outcomes for pupils through after school clubs and staff development in maths no problem.</p>	<p>The EEF guidance is based on a range of the best available evidence. This focuses on building on pupils existing knowledge, using manipulatives and representations, strategies for problem solving, developing a rich network of mathematical knowledge:</p> <p>Evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2
<p>Structured programme of enrichment to develop pupils' cultural capital, leadership skills and related vocabulary</p> <p>We will support the resourcing and staffing of the programme and related CPD</p> <p>Learning and lunchtime</p> <p>After school clubs</p> <p>Pupil Leaders Programme</p>	<p>The EEF recognise that wider strategies relating to the most significant non academic barriers to success in school may include those that build The Cultural Learning Alliance champions the right to access to Art and Culture for every child</p> <p>The Sutton trust research project 'Subject To Background' found that bright disadvantaged children would be more likely to attain 3 A-Levels if, in addition to a high quality education, they had enrichment and supportive home learning environments from a young age</p> <p>The Social Mobility Commission report An Unequal Playing Field uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.</p> <p>https://culturallearningalliance.org.uk/briefings/Sutton Trust Report 'Subject To Background'</p> <p>Social Mobility Commission Report 'An Unequal Playing Field'</p> <p>EEF Guide to the Pupil Premium</p>	4

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

Total Budgeted: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Wellcomm</p>	<p>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:</p> <p>Evidence:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2
<p>Phonics intervention groups to ensure that pupils at risk of falling behind keep up with the programme</p>	<p>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. This is rated as a high impact strategy by the EEF that can add 6+months progress for pupils.</p> <p>Evidence:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Fluency reading support and after school groups targeting specific children.</p>	<p>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 and in small groups:</p> <p>Support provided by trained TAs</p> <p>EEF research shows that this adds 4+ months to the rate of pupils' progress</p> <p>EEF Teaching and Learning Toolkit</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2

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

Total Budgeted -£108,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve continued coaching/training for new DDSL/pastoral leads. They will also continue to pursue the engagement of families with poor attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>1-2-1 and small group SEMH support available to pupils who need it delivered by specialist staff</p>	<p>Both targeted interventions and universal approaches can have positive overall effects</p> <p>On average, SEMH interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements are more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff</p> <p>Evidence:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5

Total budgeted- £238,605

Contingency = £12,474

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.

Our internal assessments during 2024/5 suggest that the performance of disadvantaged pupils is broadly in line with and in some cases better than that of our non disadvantaged pupils. This is a testament to the positive impact the PP strategy has had over the last year. Nationally published data in 2025 shows that at K.S.1 and in phonics disadvantaged pupils out perform their peers. It is at K.S 2 where outcomes for disadvantaged pupils lag behind those of their non disadvantaged peers.

PP and catch-up actions taken in relation to phonics were particularly successful in 2024/5 with the majority of disadvantaged pupils in Y1 pupils passing the phonics screening check. 100% of PP pupils targeted in phonics booster groups passed the phonics screener (in house data) As a result of the positive impact on standards, leaders intend to continue with this element of the strategy.

Speech and language and vocabulary building strategies (ELKLAN and WELLCOMM) were successful in beginning to mitigate against the impact of the fact that many pupils have limited contact with English. The WELLCOMM programme began in EYFS and baseline data was collated. Completion of this programme showed all children making rapid progress. This is the result of effective and well trained TA support and monitoring. Leaders intend to continue with these strategies in 2025/6

High levels of mobility persist and the challenges identified in previous strategies persist. In the last year, 53 children have joined, 40 have left. Rates of attendance for disadvantaged children were slightly below the national 95% target.

Our assessments through place2be highlighted pupil wellbeing and mental health were impacted last year by the cost-of-living crisis and ongoing world events. We used pupil premium funding to provide wellbeing support for all pupils and for specific individuals/families to help them manage these difficulties through our pastoral team. We continue to develop that approach with the activities detailed in this strategy. With high levels of mobility and many pupils arriving with no previous school experience or the effects of trauma, the PP grant is routinely dedicated to SEMH support with great effect. FTE have reduced since 2023/4.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Kagan structures to develop effective behaviour for learning and increase pupil engagement and participation in lessons.
- A strong and progressive planned curriculum with frequent review and retrieval of taught facts and skills means pupil know, remember and can do more.
- Rosenshine's Principles of Instruction inform all teaching, including interventions and 1-2-1 support. This ensures that learning is delivered in a consistent way across subjects, classes, phases within the school. Research shows that there is a solid evidence base to support the effectiveness of this approach.
- Conscious discipline provides a reflective approach to behaviour management. Pupils are **taught** to be intrinsically motivated: to do the right thing simply because it is the right thing to do.
- Disadvantaged families continue to receive support from school and its charitable partners with food and clothing to ensure that pupils are ready and equipped to learn.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated what has worked well and what has not had the desired impact from our previous 3 year strategy. We have looked across all three years to evaluate the impact of our actions to gain a reliable picture of how best to support our disadvantaged pupils.

We triangulated evidence from multiple sources of data including assessments, survey data, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils and to ensure that they are not negatively impacted by the C19 pandemic in the longer term.

In June 2023 we were inspected by OFSTED and rated a good school, providing outstanding personal development for its pupils.