

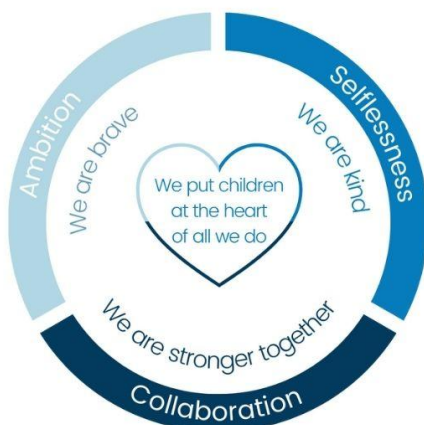
## Pupil Premium Strategy Statement



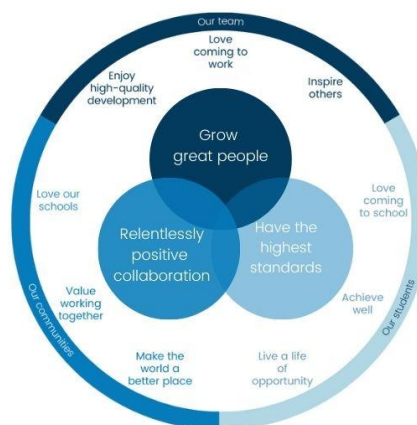
An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



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How we will succeed



## Our Ted Wragg Standard



This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Marine Academy Primary
Number of pupils in school	425
Proportion (%) of pupil premium eligible pupils	25.18
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Georgina Reid
Pupil premium lead	Emma Bell
Governor / Trustee lead	Emma Morton

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (2024/2025)	£162,105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year (2024/2025)</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£162,105

- Where you have RAG rated red, it might be helpful to annotate if you can where there has been success, for example for this target: *Attendance for PP pupils will at least be above 96%. There will be less than 1.4% of PP students recorded as being late for school.* Can you say 'Attendance was ??%' because I don't think you were too far off.

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

Marine Academy Primary is dedicated to providing the best education for all, and the brightest future. Our mission “To provide an outstanding education that ensures all pupils reach their greatest potential and live by life’s highest values” is at the heart of everything we do. This is from an inspirational curriculum which gives children experiences on which to base their learning and their future life choices, to a strategic staffing, recruitment and CPD plan which ensures that all teachers and staff members can improve, not because they are not good enough but because they can be even better (Dylan William).

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. We have developed our pupil premium strategy in line with the [DfE’s 5 step approach](#) and resources, alongside research conducted by the EEF. The 5 step approach focuses on 4 key elements:

- active assessment,
- research informed approaches,
- bespoke curriculum design,
- high expectations for every child and colleague.

Managing a school with a larger than average pupil premium cohort means that embedding our pupil premium offer into our whole school approach is crucial. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will:

- Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Produce a fully costed and DfE compliant plan that is published annually on the school website by 31 December
- Contribute to Disadvantaged peer reviews and will also undertake an external review every 3 years.
- Provide funding for Children experiencing disadvantage to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school’s KPI’s have a reporting mechanism for Disadvantage.
- Update and review the Pupil Premium plan termly and share this with staff to ensure that DS remains the highest priority.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- First, all staff are aware of the children experiencing disadvantage they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds, we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra- curricular opportunities that challenge and inspire them.
- We develop children experiencing disadvantage as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and study guides for children experiencing disadvantage.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered and give them the knowledge of how to make their aspirations possible. Careers are woven into the curriculum so our students can 'start small and dream big'. Students are prioritised for careers advice and work experience.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

We are committed to supporting all children, regardless of background or individual barriers to success, to make excellent progress and achieve strong outcomes across all areas of the curriculum. To achieve this, our Pupil Premium strategy takes a tiered approach to ensure that all pupils, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour, impacting on success in school.

## Challenges

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

Challenge Number	Detail of Challenge
1	<p><b>Speech and Language skills below age related expectations when entering EYFS.</b></p> <p>88% of pupil premium children failed the baseline assessment carried out by a Speech and Language Therapist in September 2025. This is not cohort specific and we have seen a year on year decline in the percentage of disadvantaged pupils entering Reception with age related expectations in speaking and listening.</p>
2	<p><b>Comprehension and Following Instructions in EYFS</b></p> <p>ELG analysis shows that disadvantaged pupils were weaker in Comprehension and in particular using and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Observations have shown that many children experiencing disadvantage are having difficulty following instructions across the EYFS phase.</p>
3	<p><b>Vocabulary gap and Oracy levels on entry to school</b></p> <p>Most children are unlikely to have the breadth of vocabulary that reflect their experiences on entry to Reception. This means they face significant vocabulary gaps and underdeveloped oracy skills, limiting their ability to fully engage with the curriculum, express ideas confidently, and achieve their academic potential. Linguistic skills at age 25months are reflected in children's oracy skills at age 8 and so early intervention is essential (The World Health Organisation, 2018).</p>
4	<p><b>Attainment Combined</b></p> <p>External assessment data at the end of KS2 showed 78% of children experiencing disadvantage achieved the expected standard combined. Although significantly above the national average it is not comparable to the 88% of non-disadvantaged children achieving RWM combined.</p>
5	<p><b>Reading Fluency and Reading for Pleasure</b></p> <p>Internal assessment data and observation consistently demonstrate that children who do not pass their phonics screen - and those who do pass but are not yet fluent readers – are the most likely to struggle to access the curriculum in Y2 and KS2 and do not read for pleasure. There is a significant overlap between this group and disadvantaged children.</p>
6	<p><b>Maths (Number)</b></p> <p>Internal and external assessment and feedback identify that attainment data for children experiencing disadvantage in maths is lower than for non-disadvantaged children. This is in-line with the national picture. This is also apparent in the number of pupils achieving over 20 in the MTC. The average score for disadvantaged children is 23.2 (out of 25). This is significantly above national average, it is slightly below our non-disadvantaged score of 23.6 (2024-2025)</p>
7	<p><b>Greater depth</b></p> <p>In KS2, 22% of children experiencing disadvantage achieved a combined RWM greater depth at the end of Key Stage 2 2025. This is a significant improvement on previous years (4% in 2024) and is something that we will continue to strive for improvement in.</p>
8	<p><b>Engagement from Home Regarding Reading</b></p> <p>EYFS to Year 4 use BoomReader which excels at motivating reading routines through logging and rewards. During Unit meetings shout outs are given for the year group with the highest engagement as a motivation tool and the lowest 10% of readers are read with every single day at school. Analysis of BoomReader shows that there has been an increase in the number of disadvantaged pupils logging at least 3 reads a week (90.74)</p> <p>Years 5 and 6 use Sparx Reader which offers structured, skill-focused reading with integrated comprehension checks and levels.</p>



	Each brings different strengths—BoomReader supports engagement and recording, while Sparx Reader builds comprehension and tracks progress. Lexia is used by children in KS2 who cannot access BoomReader or Sparx.
10	<p><b>Attendance and Punctuality issues.</b></p> <p>Attendance for disadvantaged pupils in 2024-2025 was 95.6%. This is above National average but is not in line with non-disadvantaged peers at 96.5% and so more work needs to be done to close the gap.</p>
11	<p><b>Emotional Literacy and wellbeing</b></p> <p>In the academic year 2024–25, a total of <b>80 unacceptable behaviour cards</b> were issued across the school, involving <b>40 individual children</b>, of whom <b>19 were pupil premium (PP)</b>. PP pupils accounted for <b>38 cards</b>, representing <b>47.5% of all incidents</b>, despite forming a smaller proportion of the overall cohort. The distribution shows notable concentration in <b>Years 5 and 6</b>, where PP pupils received <b>14 and 13 cards respectively</b>, indicating a higher frequency of behavioural challenges among disadvantaged learners in upper KS2. In contrast, early years and KS1 recorded minimal PP involvement, with EYFS and Year 1 showing no PP-related incidents and Year 2 only two. These figures highlight a disparity in behaviour management needs for PP children as they progress through school, suggesting targeted support and intervention strategies are essential, particularly in upper KS2.</p> <p>Reflective and restorative conversations with pupils identify that they struggle to recognise, understand and regulate their emotions.</p>
12	<p><b>Accumulation of skills and experiences needed to improve social capital and life aspirations.</b></p> <p>Pupil conferencing has identified that many of our children experiencing disadvantage face barriers and stereotypes we are working hard to challenge this thinking through Dream Big (aspirations themed day), regular career related visitors and a curriculum designed to highlight career threads. This will assist children to make the links between what they learn in school and the world of work.</p>
13	<p><b>Dental Hygiene</b></p> <p>We place a strong emphasis on promoting healthy habits from the earliest stages. As part of our commitment to pupil wellbeing, we have a structured dental hygiene programme across our Early Years and Key Stage 1 classes:</p> <p><b>Reception, Pre-School and Nursery</b></p> <p>Children in these settings take part in daily toothbrushing sessions. This routine helps establish good oral hygiene habits early on and supports the development of lifelong healthy practices.</p> <p><b>Year 2</b></p> <p>In Year 2, dental health is embedded within our SMSC (Spiritual, Moral, Social, and Cultural) curriculum. Pupils learn about the importance of caring for their teeth, healthy eating and the impact of oral hygiene on overall wellbeing.</p> <p>This approach ensures that all pupils receive age-appropriate guidance and practical experience in maintaining good oral health, supporting both their physical health and confidence.</p> <p>St Budeaux has been identified as a ward requiring elevated dentistry support due to high quantities of children undergoing dental procedures, many of these from disadvantaged homes. City wide, 493 children (aged 0–16) underwent dental extractions under general anaesthetic (DGA). A total of 1,990 teeth were removed from these children. This data was drawn from local authority health provider submissions and used in an ecological study examining social determinants of dental health (2023).</p>

## 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	24-25	25-26	26-27
Early identification and implementation of targeted intervention programmes to support speech development, language and understanding to ensure improved language and communication skills by the end of EYFS.	<p>All PP pupils will meet the ELGs for Listening, Attention and Understanding and Speaking unless a SEND need is identified by the end of EYFS.</p> <p>All pupils identified on the Baseline screen at the beginning of Reception will make progress in their intervention and achieve their set target before they progress to Year 1.</p>			
Over time, pupils in EYFS show an improved ability to follow multi-step instructions (up to 3 parts), resulting in smoother transitions between activities and a more productive learning environment.	All PP pupils will be able to follow a 3-step instruction by the end of EYFS.			
Disadvantaged pupils demonstrate a better understanding and usage of recently introduced vocabulary and pupils will be observed to be more confident in recalling details, making connections, and expressing their thoughts about stories, rhymes, and poems.	<p>All PP pupils will have met the EYFS comprehension ELG unless a SEND need is identified.</p> <p>Observations of DEAR, Reading Groups and Home Reading, will evidence that PP pupils are confidently retelling stories and anticipate key events.</p> <p>All PP pupils will be working at ARE on their Star Reading test.</p>			
All disadvantaged pupils will have the oracy skills to express	Through pupil self-evaluation, peer feedback and observation:			



themselves, collaborate empathically, listen actively and construct content for an intended audience.	<ul style="list-style-type: none"> <li>• Pupils can articulate thoughts and ideas fluently using appropriate language and vocabulary for different contexts.</li> <li>• Pupils feel confident participating in discussions, presentations, or debates in class.</li> <li>• Pupils can speak coherently and with clarity, avoiding misunderstandings or vague responses.</li> <li>• Pupils can adapt their tone, register, and style to suit the audience and the context.</li> </ul>			
At least 85% of PP pupils will meet the expected standard combined by the end of KS2.	Internal and external data will show that at least 85% of PP pupils in each year group are on track to be ARE combined.			
All PP pupils will read for pleasure and with fluency.	<p>All PP pupils will pass the phonics screen in Year 1 unless a SEND need is identified.</p> <p>All PP pupils will be able to read 90 words per minute by the end of KS1.</p> <p>100% of PP pupils will say they read for pleasure when pupil conferenced.</p>			
All PP pupils will have a secure understanding of number, place value and timestables.	<p>We will see an increase in the percentage of children experiencing disadvantage achieving above 20 marks in MTC (&gt;72.2%)</p> <p>Through regular low stakes quizzing and summative assessments, all PP pupils will achieve the following KPIs:</p> <p><b>End of Key Stage 1</b></p> <ul style="list-style-type: none"> <li>• Pupils can confidently count, read, and write numbers to at least 100</li> <li>• Identify one more and one less than</li> <li>• Pupils understand the place value of digits in numbers up to 100</li> <li>• Pupils can partition numbers into tens and ones, and compare and order numbers</li> <li>• Pupils can recall and use multiplication facts for the 2, 5, and 10 multiplication tables.</li> </ul> <p><b>End of Key Stage 2</b></p> <ul style="list-style-type: none"> <li>• Pupils can count forwards and backwards in multiples of 4, 8, 50, 100, 1000, and powers of 10</li> <li>• Pupils can read, write, order, and compare numbers up to at least 10,000,000</li> <li>• Pupils can perform written and mental calculations with increasingly large numbers.</li> <li>• Pupils can identify the value of each digit in a number up to at least 1,000,000</li> <li>• Pupils can round whole numbers to the nearest 10, 100, 1,000, 10,000, and 100,000</li> <li>• Pupils can recall multiplication and division facts for times tables up to 12x12 fluently.</li> </ul>			
Pupils capable of working at a greater depth are	The number of PP pupils achieving Greater Depth will be above National in Reading, Writing, Maths and Combined at the end of Key Stage assessments and in NFER tests.			

sufficiently challenge in the curriculum.				
All children read regularly at home.	100% of PP families engage with reading at home. (*During unit meetings staff are targeting specific families and encouraging /supporting reading at home through our links with the local library (Summer Reading Challenge), BoomReader, Sparx and Accelerated Reader. In school, Paws to read, DEAR (Drop Everything and Read) and engaging our families through our termly newsletter.	*		
Pupil Premium pupils attend school regularly and are punctual.	Attendance for PP pupils will be above 96%. (*Our attendance is 95.6%. 5.6% of which are persistently absent; 2.9% are authorised and 1.4% unauthorised). There will be less than 1.4% of PP students recorded as being late for school. (*Our late figure is 1.3%).	*		
Children will be able to self-regulate and show positive engagement in learning.	Less than 15 PP pupils will be given more than one UBC.  Restorative conversations with pupils will shows that pupils recognise, understand and regulate their emotions.			
Pupils will make links between what they learn in school and the world of work and will be able to articulate their high aspirations.	During pupil conferencing and subject monitoring, children will make links between learning and the world of work. 100% of PP children will take part in Dream Big and will be able to articulate their aspiration.  Providing a broad range of extracurricular activities in sports, creative arts, and academic areas, along with thoughtfully designed opportunities and clear end points, will greatly benefit pupils by fostering meaningful connections between their learning and the real world, including the workplace. By making these connections explicit and emphasising high aspirations, pupils will better understand the relevance of their education, feel motivated to achieve their potential, and confidently articulate their ambitions for the future.  An enhanced tracking of participation in enrichment activities is used, which ensures equitable access for PP children.			
Children will have good dental hygiene and will understand the importance of daily teeth cleaning.	100% of PP children will have been seen by a dentist yearly. All EYFS children will take part in the tooth brushing programme.			

### 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching - Additional PPA Teachers to provide cover for NPQs and Trust Networks</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate (0.11). CPD also has similar attainment effects to those generated by large, structural reforms to the school system (0.1). Increasing the availability of high-quality CPD has been shown to improve retention problems, particularly for early-career teachers</p> <p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</p> <p>Teacher CPD may be a cost-effective intervention for improving pupil outcomes: while there are other interventions with a larger impact on pupil attainment, such as one-to-one tutoring (0.28), these programmes are typically far more expensive.</p> <p>CPD programmes generally produce positive responses from teachers, in contrast to other interventions. Large, structural changes to the school system, while as effective at improving pupil outcomes, incur substantial costs in terms of staff turnover and dissatisfaction (<a href="#">EPI review on effects of high quality professional development</a>)</p> <p>NPQs can:</p> <ul style="list-style-type: none"> <li>• provide training and support for teachers and leaders at all levels</li> <li>• be completed around existing commitments</li> <li>• improve outcomes for children and young people</li> <li>• support staff development</li> </ul>	<p>4, 6, 7, 11</p>
<p>Additional adults in EYFS ensuring there is a sharp focus on children acquiring a wide vocabulary and communicating effectively.</p>	<p>The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment. The EEF document 'Preparing for Literacy' recommends that High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p>Adults play a vital role in modelling effective language use, shaping children's thinking and providing the foundation for later learning. Research from the Sutton Trust highlights a stark early disadvantage: on average, the poorest children—those from lower-income families—start Reception nearly <b>11 months</b> behind their peers in terms of language and communication development. Their report, <i>A Fair Start? Equalising access</i></p>	<p>1, 2, 3, 5, 7</p>

	<p><i>to early education</i>, emphasises that these gaps emerge before formal schooling begins and have widened since the pandemic. The Sutton Trust also notes that schools with the most deprived intakes report <b>67%</b> of pupils not being school-ready at Reception—compared with <b>54%</b> across all schools. This underscores the importance of prioritising language-rich interactions—such as through purposeful communication, narrative-building, and high-quality dialogue—to close the gap. High-quality early years provision, combined with well-trained staff and strong adult–child engagement, is essential to support disadvantaged children in catching up and building a solid foundation for thinking, learning, and later academic success.</p>	
NFER tests	<p>There are a number of benefits to using standardised tests within schools or groups of schools:</p> <ul style="list-style-type: none"> <li>• Identify areas where a pupil or group of pupils is strong or requires additional support; can be applied to improve teaching and learning.</li> <li>• Provide a more reliable comparison of the test outcomes than non-standardised tests</li> <li>• Provide quantifiable measures, such as Standard Age Scores (SAS) and indicative prediction of Key Stage 2 national test</li> <li>• Indicate how a pupil or groups of pupils have performed in relation to others nationally</li> <li>• Use at regular intervals overtime, allowing progress to be tracked in an effective and objective way</li> <li>• Used to measure the impact of interventions</li> </ul> <p><b>Standardised tests, Assessing and Monitoring Pupil progress, EEF</b></p>	4, 6, 7
Oracy Toolkit training	<p>This programme is a practical toolkit that follows an implementation cycle in order to ensure that oracy becomes embedded into your curriculum in a way that is bespoke to your setting. The programme follows the Oracy Academy's journey with research and theory that is underpinned by practical application. The CPD is led by a team of experienced teachers and oracy experts.</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>	1,2,3,4
Incremental Coaching	<p>To maintain high quality teaching, continued professional development must be embedded. Incremental coaching is a form of teacher development based on an approach to observation and follow-up conversations advocated in Leverage Leadership by Paul Bambrick-Santoyo.</p>	4, 6, 7

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

Budgeted cost: £ 40,526.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Speech and Language Therapy (TWT SaLT Reception screening)	The <a href="#">EEF Toolkit</a> shows that communication and language approaches especially in the early years has high impact for low cost based on extensive research.	1, 2, 3
Targeted phonics intervention including parent workshops.	Little Wandle is a DFE accredited synthetic phonics programme. Small group tuition teaching strategy from the EEF teacher toolkit indicates moderate impact (+4 months) and EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress. <a href="#">EEF Phonic</a> approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	5, 8
Little Wandle – Reading groups	Little Wandle is a DFE accredited synthetic phonics programme.	5
ShREC Approach Training	The aim of the <a href="#">ShREC approach</a> provides early years professionals with a simple and memorable set of specific evidence informed strategies that can be embedded into everyday practice.	2, 3
Widgit, Makaton, Cued Speech, Sight Reading Interventions,	The use of visual aids to support learners is cited in the EEF's High Quality Teaching 5 a Day Principles. There is extensive research by the National Council for SEND on the impact visuals for all pupils not just those with SEND.	2, 3
Reading comprehension strategies (Paws to Read, Whole class reading and DEAR, Lexia, 1:1 daily reading, handwriting interventions in EML, Mable, Well-bing and ELSA)	The <a href="#">EEF</a> shows on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. <a href="https://www.theguardian.com/books/2022/sep/02/one-in-five-uk-children-do-not-own-books-of-their-own?CMP=share_btn_tw">https://www.theguardian.com/books/2022/sep/02/one-in-five-uk-children-do-not-own-books-of-their-own?CMP=share_btn_tw</a> and is based upon this research from the <a href="#">National Literacy Trust</a> : This statistic 'Only 1 in 2 (52.4%) children aged 5 to 8 said that they read daily, while 1 in 13 (7.7%) say they never read at all.'	5
TT Rockstars	Research on Rosenshine's Principles of Instruction and Willingham's fluency and drilling show that children's confidence and fluency will improve through independent practice as children will need to retrieve the number facts from their long-term memory whilst using Times Tables Rock Stars. Whilst children in EYFS and KS1 will access NCETM's Mastering Number programme.	6
Art therapy, Lego Therapy, Animal Care, Sensory Circuits – alerting,	To support pupils experiencing disadvantage, the strategy incorporates targeted interventions that nurture emotional regulation, communication, and social development. <b>Art Therapy</b> provides a creative outlet for self-expression, helping children process emotions and reduce anxiety. <b>Lego Therapy</b> promotes collaborative problem-solving and language skills through structured play, fostering confidence and peer interaction. <b>Animal Care</b> encourages responsibility and empathy, offering a calming,	

organising, calming	purposeful activity that builds self-esteem. <b>Sensory Circuits</b> , structured into alerting, organising, and calming phases, help pupils regulate sensory input and prepare for learning by improving focus and emotional stability. Together, these approaches create a holistic support system that addresses both emotional well-being and readiness to learn, ensuring disadvantaged pupils have the tools to thrive academically and socially.	
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#### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,526.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for residential, educational visits and enrichment activities.	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances.</p> <p>“Intelligence plus character—that is the goal of true education.” — Martin Luther King, Jr.</p> <p>In recent years, national data still show that while the attainment gap between disadvantaged pupils and their peers has narrowed, merely matching academic performance is not enough—true equality requires nurturing cultural capital. Government and Ofsted frameworks now emphasise that all pupils need access not only to knowledge, but also to the attitudes, language, values and experiences that enable them to thrive as confident, culturally fluent individuals. Many schools—including Marine Academy Primary—use bespoke cultural capital mapping tools to identify gaps for pupil premium pupils and deliver targeted enrichment, ensuring every child benefit from a universal, aspirational offer.</p> <p>This approach is backed by emerging evidence: the Cultural Learning Alliance’s 2024-25 report card highlights widening arts-entitlement gaps unless schools actively embed expressive arts in the curriculum. Likewise, teachers report that curricula informed by rich cultural capital—with structured links to museum visits, performances, and community interactions—enhance engagement and broaden pupils’ world views. At Marine Academy Primary, our Personal Development brochure now frames cultural capital within three tiers—universal experiences for all, choice-driven cultural engagement, and targeted support for those with fewer home-based cultural resources—ensuring equitable access and measurable impact.</p>	12
School Uniform	Having a school uniform has been shown to have a positive effect on self-esteem, identify and in turn behaviour. Children will know what it means to be ready to learn and will take pride in their appearance. We have a selection of pre-loved uniforms available free of charge to families.	12
Community Hub	<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> <p>Cradle to Career case study from Reach Feltham.</p> <p>Community Food Co-op available to families weekly and training sessions.</p>	8

Dream Big	<p>The primary school careers programme has been rolled out by The Careers &amp; Enterprise Company (CEC). Due to the scheme's success we will continue to run beyond 2025.</p> <p>The programme comes as studies show children start to form ideas about their future as they start primary school. However, as early as the age of six, children can adopt limiting stereotypes based on gender, ethnicity and social background. By age nine, children can start to abandon their biggest ambitions.</p> <p>EEF - Whilst the link between aspirations and achievement is unclear, 'ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.'</p>	12
Educational Psychologist (MAST)	When behaviour needs cannot be met an universal or targeted level and the school has followed the graduated approach, specialist advice and services can be sought from the MAST team including support at TAMs and EHATS, therapy services and family support for boundaries and appropriate chastisement.	9, 11
Senior Leader with a designated part of role dedicated to attendance improvement, Attendance Engagement Officer and Rewards	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	10
Emotional Literacy and Wellbeing strategy including use of RULER and reflective conversations	<p><u>Research</u> shows that students and adults who use RULER experience:</p> <ul style="list-style-type: none"> <li>• Development of emotion skills</li> <li>• Improvement in academic performance and classroom climate</li> <li>• Fewer attention and learning problems</li> <li>• Greater social and leadership skills</li> <li>• Less anxiety and depression</li> <li>• Less stress and burnout</li> <li>• Better performance in school</li> </ul>	11
Toothbrushing	Supervised toothbrushing programmes (STPs) are a cost-effective public health intervention, reducing tooth decay and health inequalities in children.	13

**Total budgeted cost: £162, 800**

Part B: Review of Outcomes in the Previous Academic Year

**Pupil Premium Strategy Outcomes**



## Outcomes for disadvantaged pupils

We have conducted a detailed analysis of the performance of our school's Pupil Premium pupils during the previous academic year, utilising both national assessment data and our internal summative and formative assessments. To contextualise this performance, we compared the outcomes of our disadvantaged pupils with those of both disadvantaged and non-disadvantaged pupils at the national and local levels.

The analysis highlights that disadvantaged pupils at our school make an exceptional start in the Early Years Foundation Stage (EYFS), with the percentage achieving a Good Level of Development significantly exceeding the national average and aligning closely with the performance of non-disadvantaged pupils within our school. This strong foundation is carried forward into Year 1, where 82% of disadvantaged pupils successfully passed the phonics screening check, compared to 80% nationally.

At Key Stage 2, disadvantaged pupils at our school outperformed their disadvantaged peers nationally in reading, writing and maths.

In addition to academic performance, we assessed broader factors affecting Pupil Premium pupils, such as attendance, behaviour, and well-being, through school data and observations. Our findings indicate that attendance among disadvantaged pupils is above the national average, though it remains an area for further improvement. Furthermore, Pupil Premium pupils are not disproportionately represented in Unacceptable Behaviour Card data, demonstrating positive behavioural trends.

By utilising the DfE's 5 step approach strategy, we have successfully lifted the attainment of our pupil premium cohort to well above the national average year on year.

Overall, the performance of our Pupil Premium pupils exceeds national averages.

Our review of the strategies implemented over the last three years demonstrates the success of our teaching approaches and broader initiatives. These strategies have been instrumental in providing an outstanding education, helping pupils live by life's highest values and supporting them to reach their full potential. Leaders are now working collaboratively to ensure the next phase of our strategy places a stronger emphasis on building pupils' confidence, articulation, and oracy skills.

We have carefully reviewed our three-year strategic plan and, based on updated challenges identified for our Pupil Premium cohort, have developed a new three-year strategy. This plan outlines how we intend to allocate our budget this academic year to continue supporting our Pupil Premium pupils effectively.

## 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
Lexia Core 5 Reading	Lexia UK
TT Rockstars	Maths Circle Ltd
Boom Reader	Squirrel Learning Ltd
SPARX	Sparx Learning
TEACCH Approach Outreach Teams: ACE, Mill Ford, Woodlands, Spaghetti Bridge. MAST EP MAST Family Support Workers	Various, largely Local Authority

LA Social Care LA EP LA CIT LA Inclusion, Attendance and Welfare Team Mental Health in Schools Team CAMHS / IMHS Health Visitor School Nurse NHS SALT CDC Bladder and Bowel Audiology Royal Eye Infirmary Barnardos Adopt South West Plymouth Parent Carer Voice	
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### Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Themed books; Forces Friends Club; Visits to the British Legion on Remembrance Day; Attendance at Military community events (Help the Heroes Annual Triathlon on Plymouth Hoe; Armed Forces Day we attend with our Field Gun team).</p> <p>We enhanced our ELSA programme, allocating funding to deliver one-to-one and small group sessions tailored to service pupils facing transitions or family separations.</p> <p>We used funds to staff nurture groups designed to help children adjust during parental deployment or relocation, offering additional staff hours to maintain continuity and emotional security.</p> <p>Investment in professional development, enabled staff to be upskilled in supporting the specific pastoral needs of service families, including workshops on mobility, anxiety and reintegration.</p> <p>During and after school moves related to postings, we funded additional pastoral time to welcome incoming service children, easing transitions with personalised check-ins and social support.</p>

	These targeted initiatives were funded exclusively through the Service Pupil Premium, ensuring pastoral and wellbeing support beyond core school funding.
What was the impact of that spending on service pupil premium eligible pupils?	All children with a close family member in the services are offered a place at Forces Friends Club. The school have purchased a number of books, albums and memory boxes which are used to support children who are struggling with a parent's deployment. Through our links with the British legion, MAST, NFS and other charities we have been able to offer key worker support to families in need whilst on deployment or on the lead up to a deployment.

#### Further Information (optional)

*We use school funds in addition to our pupil premium funding allocation to resource the above strategies, along with:*

Visual Timetables; Now and Next; Objects of Reference; PECs; Personalised Learning Space; Wobble cushions; Exercise balls; Resistance bands; Stands; Writing slope; Writing grips; Social Stories; Coloured paper; E-Pens; Widgets; Scaffolds; Manipulatives; Attention Tools; Chewellery; Communication Books; Pre- and post-teach; Movement Breaks; Handwriting Ditties; Visualisers and Voice Recorders.