

Pupil premium strategy statement Marchbank Free School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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:	Marchbank Free School						
Number of pupils in school:	54 (Sep 24) 65 (Sep 25)						
Proportion (%) of pupil premium eligible pupils:	63% (Sep 24) 63% (Sep 25)						
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027						
Date this statement was published	October 2024 Updated September 2025						
Date on which it will be reviewed	<table border="1"> <tr> <td>January 2025</td><td>Autumn '25</td></tr> <tr> <td>Spring 25</td><td>Spring '26</td></tr> <tr> <td>Summer 25</td><td>Summer '26</td></tr> </table>	January 2025	Autumn '25	Spring 25	Spring '26	Summer 25	Summer '26
January 2025	Autumn '25						
Spring 25	Spring '26						
Summer 25	Summer '26						
Statement authorized by	Tess Wright						

Pupil premium lead:	Nicolle Cooke
Governor / Trustee lead	Jenny Joyce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 25/26	£49,686.11
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	£49,686.11

Part A: Pupil premium strategy plan

Statement of intent

Marchbank encourages and promotes the highest expectations of all learners to ensure the highest possible standards are achieved. All pupils from disadvantaged backgrounds require additional support; we will provide an individualised approach to address any barriers to learning and emotional support. 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. We will use all the available resources to help staff achieve their full potential and raise the attainment of disadvantaged students and diminish the gap with their peers. The continued impact of post COVID-19, along with the cost-of-living crisis, significant to disadvantaged pupils makes this more important than ever. At Marchbank we;

- set and maintain high expectations.
- ensure that students access an immersive curriculum pathway to meet their individual needs, or an adapted curriculum as required.
- embed use of oracy across the whole school to develop communication skills and confident expression.
- target funding to ensure that all pupils have access to trips, residential, firsthand enriching learning experiences.
- ensure consistent implementation of the non-negotiables, e.g. marking and feedback, reasonable expectations
- share good practice within the school and draw on external expertise through a range of specialist Integrated Therapies (OT, Thrive, SALT and EP)
- provide high quality CPD appropriate to areas of need identified.
- improve assessment through joint levelling and moderation.
- robust safeguarding practice

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

At Marchbank we believe that every child regardless of need;

- has access to a broad and balanced curriculum,
- able to develop into self-assured, confident, happy, positive young people.

- has access to quality first teaching across the key stages.
- staff are involved in analysis of data and are fully aware of strengths and areas of development across the school
- plan specific interventions and provide support for individual pupils.
- have solution focused staff who are aware of those students identified as disadvantaged
- have those needs met on an individual basis and are treated as individuals identifying their barriers to learning and have in place support plans to reduce the gap
- are supported by staff teams who communicate effectively and can work with external agencies or stakeholders to best support the student
- have their strengths recognized and further developed

Challenges

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

Challenge number	Detail of challenge
1	The increasing complex and profound presentation of SEN, behaviour, social and emotional challenges add a challenge to ensure effective curriculum provision for all individual needs.
2	Closing the attainment gap between disadvantaged pupils and their peers post following late transitions, or time out of school
3	The need to provide diagnostically targeted, personalized actions and approaches to address complex individual barriers to learning.

4	Significant emerging and persistent mental health issues involving complex social and emotional needs impacts on pupil's ability to engage positively with learning post pandemic and considering the current cost-of-living crisis
5	Less resourceful families (social and cultural capital, aspirations, home study) and reduced engagement with the academy structures and personnel and attendance at the school.
6	Parental engagement and support with learning and behaviour at home is more of a challenge for our disadvantaged pupils compared to non-disadvantaged. This is evident and particularly following the home learning during COVID lockdown, when compared with non-PP children and now further impacted through the cost-of-living crisis.

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
Ensuring that quality first teaching is consistently seen across all areas of the school to ensure targeted academic support for all pupils who are "not on track" to meet their good progress stage targets. Improved attainment and progress through a well-designed curriculum offer and	Year 1	Pupils eligible for PP make expected progress or above, against their academic targets than others. Ongoing training for staff, to help improve the quality of teaching, ensure consistency and continue to build upon knowledge. CPD for staff based on oracy and embedding this within the curriculum Termly reviews of data, identifying the pupils who require interventions or additional support – pastoral and academic. Book looks, learning walks and monitoring to ensure high quality first teaching across all subjects with consistency between classes.
	Students will be successfully accessing the appropriate curriculum model, for their needs, with access to quality first teaching. The difference in core subjects is diminished in line with curriculum pathway targets and continued curriculum language of Fundamental, Advancing and Deep. Collaborative planning will help to ensure consistency across the school, using a streamlined approach. Introduction to oracy as an embedded focus across the curriculum	

differentiated pedagogy. To ensure an appropriate curriculum for all learners.	Year 2	New staff to be provided with inductions and mentors, as a means of ongoing support to ensure high delivery and support in expectations.
	Curriculum models to be evaluated and adapted where needed (currently using the immersive pathway but to be adapted as required) to ensure all learners can make progress. Strengthening the use and development of oracy within the curriculum	
	Year 3	
	Evaluations from years 1 and 2 will determine outcomes for year 3	
Engagement with learning increases and social and emotional outcomes improve for identified pupils, measured by a reduction in the staged response strategy	Year 1	PP pupils are well engaged in learning during formal lessons evident through observations and learning walks. Use of known regulation strategies to be readily available to all pupils and staff to be aware of any changes in behaviour. Targeted interventions positively impact PP pupils as demonstrated through SIMS behaviour data using the staged response strategy. Staff CPD and 'workshops' to share effective strategies and collaboratively share ideas Use of multi-agencies including Future Steps, EP and Thrive practitioner, to profile and support identified children. Use of the Thrive approach embedded within classrooms and individual sessions to support identified children. A range of sensory strategies available for children within the classroom to utilize during learning and support with emotional regulation in class.
	Weekly meetings will identify students who are recorded via school systems. A holistic intervention approach is to be continued, with specific interventions as lead by the pastoral lead including Drawing & Talking, social stories and Lego Therapy. Students are identified early for appropriate interventions or for referral to integrated therapies including Future Steps, EP and Thrive. A whole school approach to further develop a succinct a nurture led approach, outlining specific times each day to promote regulation and open discussion in a safe environment. Using	

	evidence-based research from the DFE guidance "behaviour in schools" A bank of rich sensory resources to be purchased and maintained within each class – adapting to emerging needs of pupils	Enrichment opportunities across the school to have intent and a focus on providing rich experiences for the pupils.
	Year 2	
	A positive impact on behaviour and emotional regulation of students. Reduction seen in infringements of the behaviour system, improvements in attainment. Staff can articulate the needs of students and understand reasons behind responses – understanding behaviour as a form of communication	
	Year 3	
Pupils joining the school following a mainstream setting and/or following school refusal, will transition successfully, developing new	Evaluations from years 1 and 2 will determine outcomes for year 3	Pupils will be emotionally regulated to engage in learning and make good or outstanding progress towards their academic and bespoke EHCP targets. Pupils will begin to build new friendships and positive relationships and be able to communicate effectively with peers and adults. Pupils and staff well-being to be supported. Activities, theme days and mentoring system to support.
	Year 1	
	Pupils who have had time out of an educational setting or have transitioned from mainstream, will transition full-time to the school and quickly adapt to the routines for learning, build positive	

routines and relationships.

relationships and have access to services to support with mental health.

New students will begin to articulate their needs and wants effectively with peers and staff.

Students will access further interventions to acquire lost or missed knowledge and procedural fluency appropriate to their curriculum pathway.

Pupils will access a range of behaviour intervention and support across multi-agencies, to reduce previous instances of escalation.

Year 2

Transitioned pupils will be on track and making good progress within their curriculum pathway. Pupils will consistently model the routines and expectations of the school, utilising strategies and positive relationships to support in regulation and have made progress against their EHCP targets.

Year 3

Evaluations from years 1 and 2 will determine outcomes for year 3

Year 1

Ongoing CPD for staff, focusing on pastoral approach including social stories, Drawing & Talking, Lego Therapy.

Pupils will access a range of therapeutic strategies and receive pastoral intervention for identified children, to support a successful transition as monitored through SIMS.

Increased attendance for those identified groups, to meet or be above the national average in comparison to the rise in that of others

Students in identified groups will have improved attendance
Staff from the FWT team will have relaunched their services to parents, including key face to face visits with hard-to-reach families.
Persistent absentees' numbers will fall with individual support from FWT and continued monitoring.
Attendance will remain above the national average for special schools.

Year 2

Through pastoral analysis key students will be identified for early interventions.
Persistent absentees' numbers will fall with individual support from FWT.
Attendance will remain above the national average for special schools.

Year 3

Evaluations from years 1 and 2 will determine outcomes for year 3

Greater engagement and involvement of all PP families regardless of home resources.

Year 1

Parent carer forum re-established for face-to-face activities.
Greater uptake in parents attending for parents evening

Regular attendance reviews, to highlight any families who may require additional support. Provide additional support and incentives to encourage our high expectation towards attendance.

PP parents to be engaged with all aspects of Marchbank life, measured by increased engagement with FROG, or similar communication tool, drop ins and more positive questionnaire responses.

Additionally, aim to maintain levels of communication that were evident during and post pandemic.

Greater involvement through FROG, or similar tool, and Facebook with home school communication

Staff to be proactive with supporting families identified through FWT with a greater need

Year 2

Feedback evaluated from year 1 and actions implemented

More parents involved in parent carer forum.

Opportunities to work closely with all PP families to support cost of living crisis.

Families to receive support to promote and ensure healthy living across the school.

Staff continues to be reactive to early interventions for families identified with a greater need.

Year 3

Evaluations from years 1 and 2 will determine outcomes for year 3

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement the use and focus of oracy across the school through whole school approach and embedding within the curriculum pathways. CPD for all staff in the importance and delivery of oracy.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF) The focus on oracy is to promote communication and support the pupils in better communicating their needs. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. (EEF)	1, 2, 3

Term / Year	Headlines	Impact	Next Steps
Autumn 24	Introductory CPD training for all staff	Staff gained an initial understanding of the oracy approach	Further CPD planned for Spring term delivered by curriculum leads
Spring 25	Further CPD training for all staff to deepen understanding	Staff gained further understanding of oracy and started to consider ways this can be delivered	Further CPD planned in the summer term to embed this within the curriculum
Summer 25	Oracy action plan formed by strategy group for each curriculum pathway	Clear intent for oracy throughout the school and how this will be delivered	Action plan shared with staff and vocabulary CPD beginning during the Autumn term
Autumn 25	Continued CPD delivered to staff across the Trust including 'Blanks Questioning' training. Development of vocabulary sheets to support pupil learning and understanding of intent and links	Staff are delivering specific vocabulary in lessons, and this is now more confidently embedded within the curriculum	Review use of vocabulary in some lessons and impact on pupil understanding and progress

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Further strengthen the quality of teaching and pedagogical learning approaches to the curriculum. Use of social and emotional learning approaches.	Interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (EEF 2020). There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. (EEF, 2021)	1,2,3
Term/ Year	Headlines	Next Steps
Autumn 24	Additional mentoring for unqualified teacher role Whole school moderation Whole school support to implement and deliver national curriculum effectively. Learning walks and book scrutiny 360 observations in Maths and English SLT training around marking and feedback with David Bailey. See Appendix i) Autumn	Positive difference of +12% for PP pupils in KS2 writing Academic interventions to target identified PP pupils – with a specific focus on reading and writing
Spring 25	Additional support for HLTA leading classes Learning walks and book scrutiny 360 observations in Maths, English, Geography and DT/Art	Academic interventions to target identified PP KS1 pupils – with a specific focus on reading and writing Academic interventions to target identified PP pupils – with a specific focus on Measure

	New curriculum pathway introduced – semi formal challenge with ongoing CPD, team teaching and support. SLT training around curriculum and assessment with David Bailey See Appendix i) Spring	
Summer 25	Additional support and monitoring for the new curriculum pathway Learning walks focus and book scrutiny – Core subjects Decision to work collaboratively with BHA and align planning for immersive pathway Staff CPD around newly aligned planning documents Y6 SATS – 9 out of 10 pupils completed these See Appendix ii) Summer	Academic interventions to be determined following baseline data of new pupils/cohorts
Autumn 25	Learning walks and monitoring of core subjects; Maths, English and Reading New aligned curriculum implemented across school – consistent with BHA Middle leader in position to support core subjects Use of Team Teach to support new teachers	Monitoring of foundation subjects External moderation sessions to be attended within the Trust

	New English implementation structure – staff voice has been positive around impact of this See Appendix iii) Autumn	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour / pastoral interventions.</i>	Provide professional development to help staff to ensure high quality delivery and consistency across the school. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.	1, 2, 3, 4
	Behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours (EEF 2020) For those pupils who need more intensive support with their behaviour, a personalized approach is recommended. For pupils who are disruptive, targeted interventions are often	

Autumn 24

Spring 25

most effective when adapted to the needs of the individuals involved. (EEF 2021)		
Impact	Evidence	Next Steps
CPD training for Drawing and Talking in Autumn 2 Started Drawing and Talking sessions with 4 pupils (2 were stopped due to other therapies or change of school placement) Restorative sessions between pupils where required Observations for identified pupils by pastoral lead	Identified pupils are starting to verbalize some feelings with key adults	Discussions with class teams around referrals for Drawing and Talking intervention or other pastoral links
Continued drawing and talking sessions with identified 2 pupils from end of Autumn 2 and added another 3 pupils to the intervention in Spring 1. Restorative sessions between pupils where required Observations and use of team teaching in class for identified pupils by pastoral lead	All identified pupils are engaged in sessions and using these effectively as a time to share feelings or concerns. Pupils are further able to discuss and identify strategies which could further support them within the classroom. Peer on peer being monitored and supported	Spring 2 identified need for a further 3 pupils to be supported through intervention and an additional 1 for Lego Therapy – this will start in Summer 1.

Autumn 2025	Continued and completed drawing and talking interventions as identified from Spring. Restorative sessions between pupils with child on child identified Nurture led intervention for one child in care Observations of pupils in class to review strategies	Improvement in peer dynamics between identified individuals with continued restoratives and measures in place All pupils engaged well in drawing and talking intervention – one with limited impact in the classroom but pupil would continue to seek this 1:1 time/support, voicing they felt it was beneficial	To assess new pupils and cohorts in new classes in September for pastoral intervention New HLTA position appointed in school who will have specific time allocated for pastoral support and use of Staged Approach in the Autumn term
	Drawing and Talking started for 2 pupils, with a further 2 identified for the Spring Term Regular pastoral/emotional check-ins with identified pupils across school Mood tracker consistently used across school Pastoral observations for three classes to support in routines and regulation strategies	Pupil voice gained at key points throughout the day and actioned effectively Additional pastoral intervention limited accessibility due to HLTA covering staff absences	Pupils to be identified for bespoke interventions in the Spring term
<i>Academic Interventions</i>	Evidence indicates that one-to-one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020). Pupils will have access to interventions and individualised learning to support understanding and engagement in all core subjects.		1,2,3,4

	Studies undertaken in primary schools tend to show greater impact (+6 months) (EEF 2021)		
Autumn 2024	Impact	Evidence	Next steps
	14 pupils received a 1:1 academic intervention during the Autumn term – based on teacher assessment and data input	Limited impact due to consistency as staff absences effected planned interventions	Plan to improve consistency where possible (staff dependent)
Spring 2025	13 pupils received a 1:1 academic intervention during the Autumn term – based on teacher assessment and data input All year 6 pupils (cohort of 9) started to receive small group interventions in preparation for SATS	Limited impact due to consistency as staff absences effected planned interventions Positive impact for all year 6 pupils in relation to anxiety and regulation – increasing confidence and understanding of the process	Ongoing interventions planned based on teacher assessment and data. Y6 interventions to continue during Summer 1
Summer 2025	Completion of Y6 small group SATS interventions	9 of 10 pupils completed the Y6 SATS which good success	To assess new pupils and cohorts in new classes in September for academic intervention
Autumn 2025	Autumn term used to baseline and support new pupils	Use of oracy and vocabulary focus in-class to support	Semi formal challenge – one pupil identified as child in care making limited English progress – bespoke

			timetable – monitoring and review Focus on KS2 writing for in class additional intervention during Spring Term following data analysis
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23, 539.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
Integrated therapies; Occupational Therapy, Occupational Therapist employed to support with the identification of sensory processing and dietary needs and to facilitate the acquisition of the correct equipment in a time effective manner for specific targeted pupils. OT updated from Future Steps to Sensory Worx in September 2025	OT support has had proven effectiveness in improving outcomes for pupils with sensory processing needs and those with autism. Advice and guidance have been provided to staff on sensory processing, sensory dietary needs and proprioceptive skills in order to enhance the quality of teaching and learning. (EEF 2020). Strategies lead to; • Students to be on track to achieve or exceed their good progress stage targets • Reductions in behaviours logged via SIMS and the staged approach • Improvements in communication between students and staff	All

	"OT can also combat physical, cognitive, sensory, and social-emotional challenges." Investing in children's physical, cognitive and emotional development by embedding developmental opportunities into everyday routines ensures children are ready for school and maximizes their prospects for a happy and healthy life. (Royal College of Occupational Therapists)		
Term/Year	Impact	Evidence	Next Steps
Autumn 24	Baseline profiles created for all classes. Referral of 14 pupils as identified from observations and teacher assessment. 7 assessments and programs completed	Class profiles were effective in identifying new pupils. Of the 7 assessments, 4 have had a positive impact with the remaining 3 being limited – however this is due to extraneous factors	For the 3 pupils with limited progress – assess other methods of support
Spring 25	6 assessments and programs completed. 2 programs reviewed and updated. Referral of 4 additional pupils	Mixed impact – some pupils have used their programs successfully, but others require a high level of support to implement outside of the classroom – this has not always been possible due to staffing absences and ratio. Of the 6 additional programs 83% have had a positive impact when able	Discussion with OT practitioner around classroom strategies Enquiries with other providers due to staff feedback – Sensory Worx One pupil where limited progress has been made – assess support and alternate strategies

		to implement fully however this is impacted by ratio of staff available	
Summer 25	Meeting with Sensory Worx with TW and CG Discussion with OT around reviewing programs to embed more strategies within the classroom 1 new assessment and program completed. 4 programs reviewed and updated	As above, mixed impact but all pupils engaging in current regulation programs with adult support	Moving towards sensory works who will work closely with staff during the Autumn term to assess pupils and identify areas of support required New HLTA position appointed in school will have specific time allocated to support with regulation programs in the Autumn term
Autumn 25	Sensory Worx observed all classes for Autumn 1 and discussions with SLT around objectives Whole class reports created 3 pupils from each class identified as priority for more bespoke regulation strategies – all identified pupils have worked 1:1 with practitioner	Unable to determine until programs are created and delivered All initial observations completed	Sensory circuit staff CPD planned to be delivered during the Spring term Sensory equipment to be purchased based on Sensory Worx class and individual reports, and implemented within the classroom Individual pupil reports to be provided to class teams and reviewed

Integrated therapies; Thrive Integrated Thrive approach as well as bespoke interventions, employed to support targeted individuals. Additional equipment used to facilitate sessions and equip rooms. Additional CPD for Thrive practitioner and to deliver to whole staff.	The Thrive approach is a dynamic, development and trauma-sensitive approach to meeting the emotional and social needs of children and young people. It is proven to improve attendance, behaviour and learning outcomes. Advice and guidance have been provided to staff on identifying pupils who may benefit from specific intervention. Depending on the developmental stage there will be a number of possible outcomes for a child's own education... With an improved capacity and ability to learn, faster progress will be made through curriculum activities and attainment levels improved. Exploring the outcomes of Thrive: Short-medium term - Children and young people The Thrive Approach ...less disruption in the classroom can have other related and long-lasting outcomes for all children in the class, with a greater capacity to concentrate, work more effectively in groups and achieve higher levels of attainment.	All
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Term / Year	Impact	Evidence	Next steps
Autumn 24	Thrive profiles created for each class. Thrive approach embedded within the classroom across whole school. 10 pupils received additional Thrive interventions in the Autumn term	10 pupils received additional Thrive interventions in the Autumn term – 100% engaged well and had a positive impact. However due to staff absences and the need of the whole school with identified pupils requiring a high level of additional adult support, there was inconsistently of delivery of interventions which limited some progress	Consistency across bespoke interventions once staffing enables this

Spring 25	Further Thrive CPD accessed by all staff. 4 pupils consistently accessed Thrive provision.	Due to staff absences and 2:1 support required by identified staff, Thrive interventions were unable to be implemented fully in the Spring Term However, 4 pupils were still able to consistently access the provision, all of which engaged well and had a positive impact.	Consistency across bespoke interventions once staffing enables this
Summer 25	CPD for Thrive practitioners in school – Understanding Thrive through neurodiversity and 'Calming the Prickles' Thrive discussions and support/advice to school staff to support individual pupils in class	Due to staff absences Thrive interventions were unable to be fully implemented in the Summer Term However, practices shared with school staff to support in implementing Thrive based strategies within the classroom	New HLTA position appointed in school who is Thrive trained and will have specific time allocated for Thrive interventions in the Autumn term
Autumn 25	Weekly class Thrive sessions embedded within the timetable General observations by SLT and HLTA to identify pupils who may require bespoke intervention Thrive focused enrichment group during Autumn 1	Class observations and support by HLTA in 3x classes Pupils started to be identified with some check-in work by HLTA However, due to staff absences and need for cover, bespoke intervention has been limited	CPD planned for all staff strengthening principles of Thrive and language used Thrive based, small group, lunch time sessions to be introduced 3x weekly during the Spring term Individual Thrive interventions to begin

Integrated Therapies; SALT In house Speech and Language Therapist employed to develop communication and interaction skills of pupils with SEN. Programmes delivered by teachers in classrooms. Moved to use of in-house oracy intervention instead of bespoke Speech and Language Therapist in September 2025.		Improved referral times for pupils through employment of in-house SALT. School staff will develop their teaching and learning strategies through a programme of training- instructional language, and vocab to access and support communication for all curriculum access. (EEF 2020). Strategies lead to; • Improved engagement and participation • Improvements in communication • Reductions of incidents of behaviour Children with poor language and literacy skills at five years have lower education achievement at seven years (Snowling et al, 2011).	All
Term / Year	Impact	Evidence	Next steps
Autumn 24	10 pupils identified to receive weekly SALT sessions	9 of the 10 pupils engage with the weekly sessions. 6 of these 9 pupils are making good or better progress.	Assess identified pupils who are not engaging and/or making limited progress
Spring 25	7 pupils consistently engaging with weekly SALT interventions – 6 of which are PP	Two pupils who were accessing the sessions have now transitioned to new schools. 100% of pupils engage with weekly sessions. 6 of these pupils continue to make good or better progress.	Discussions with practitioner and class teams around how SALT can be used – looking into new referrals for Summer term

Summer 25	5 pupils continue to engage well with weekly SALT interventions	100% positive engagement with all continuing to make good progress in identified areas	SALT practitioner to no longer come into school in the next academic year – oracy interventions as part of Trust development plan to take place as guided by Curriculum lead and led by newly appointed core middle leaders and newly appointed HLTA.
Autumn 25	SALT no longer used as external agency – use of oracy to build upon SALT objectives as embedded within the curriculum		
Integrated Therapies; Future Steps Future Steps Pupils to have access to specialist OT support to help making positive changes to the lives of children and their families. Children that present motor coordination and sensory processing disorders, you will see improvements in: attention-control, understanding, handwriting, social interaction with peers, enjoyment of learning, succeeding, reducing anxiety and school refusal.		Specialist occupational therapy service tailored to ensure child's development, educational and social emotional stages are met. (EEF 2020). Strategies lead to; • Training for parents and professionals. • Improved engagement and participation and attainment evidenced through pupil voice, learning walks. • Students to be on track to achieve or exceed their good progress stage targets. • Reductions in behaviours logged via SIMS. Once such strategies have been developed and strengthened, they turn into essential life skills and help students to become motivated and determined to succeed. (EEF 2021)	All
Term / Year	Impact	Evidence	Next steps

Autumn 24 Spring 25 Summer 25	As above – Future Steps is used as the OT	As above – Future Steps is used as the OT	As above – Future Steps is used as the OT
Autumn 25	Change to Sensory Worx as provider		
Year 2			

Integrated Therapies; <i>Educational Psychology.</i> Employ the services of an Educational Psychologist to assess the changing and emerging needs of SEN post and pre-pandemic. Facilitate cognitive assessments and strategies to support those students and their barriers to learning to access the broad and balanced curriculum offer and achieve their good progress stage targets. Staff to ensure strategies are embedded in practice through classroom visits Engagement with learning increases and social and emotional outcomes improve for targeted pupils CPD – training provided by EP	Brokering a private agreement with a chosen EP service has resulted in improved referral time to EP services and enabled strategies to be employed EEF links 1:1 interventions + 5 months Strategies lead to; • Improved engagement and participation and attainment evidenced through pupil voice, learning walks • Students to be on track to achieve or exceed their good progress stage targets • Reductions in behaviours logged via SIMS • Improvements in communication between students and staff • CPD offered to support staff Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school. (EEF 2021)	All
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Term / Year	Impact	Evidence	Next steps
Autumn 24	CPD training for all staff – attachment and trauma 9 pupils were discussed with EP around potential need for further involvement. 2 pupils have received assessment and support. 1 pupil has received additional support at EHCP review.	Attachment and trauma strategies implemented across whole school. Support has been provided for pupils and parents considering secondary provisions	Review caseload and continue new cognitive assessment to ensure targets are aspirational and appropriate for transition.
Spring 25	CPD training for all staff – emotional coaching 1 pupil has received assessment and support. 3 pupils have been referred to be observed during the Summer term	Emotional coaching strategies implemented across whole school. Strategies implemented to support in positive experiences and sense of belonging in school for identified pupils	Continue to ensure that actions / advice from assessments are implemented and written into appropriate documents. Cross reference against Staged Response to measure impact of interventions
Summer 25	2 pupils received assessment and support Professionals supported in multi-agency meetings to give expertise	Strategies continued to be utilized within individual pupil programs	Discussions with EP in the Autumn term to outline training over the year and identify pupils who require support – specifically targeting Y5 pupils in preparation for Y6 and secondary transition
Autumn 25	SLT met with EP providers and discussed objectives for the academic year	Clear overview for the year in place Strategies shared with home and school based on observation and written report	EP to work with additional 4 pupils identified

	1 pupil received assessment and support with specific focus on preparation for secondary transition 4 pupils gained consent for observation during the Spring term		Pastoral lead to continue to review and monitor – making referrals as necessary
Year 2			
Behaviour and Attendance incentives	More frequent behaviour difficulties meaning PP pupils are more likely to be placed dysregulated and unengaged in learning which impacts on their academic progress. Therefore, incentives and an individualized approach to behaviours and training will be implemented to support. (EEF, 2020).		All
Self-regulation resources.	Efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their feelings and needs, using a range of sensory resources available within the classroom, or having bespoke programmes implemented with support.		All
Term / Year	Impact	Evidence	Next steps
Autumn 24	All pupils work towards incentives. Use of short term and long-term rewards. Use of interventions to help with own emotional intelligence and regulation.	All pupils able to access sensory equipment within the classroom Most pupils who are using sensory equipment as part of daily strategies are making positive progress with regulation including some using this independently	Review reward policy to ensure motivating for pupils

	Additional sensory equipment purchased for each class		
Spring 25	Staff CPD around regulation Reward policy reviewed to have shorter term incentives to motivate pupils daily with bespoke targets and weekly with more engaging activity End of term rewards reviewed to include all pupils, providing enriching opportunities and experiences accessible to all. Mood tracker purchased to support pupils in assessing their feelings at transition points throughout school day – linked to Zones of Regulation School council surveyed pupils around sensory equipment and use of strategies within the classroom	Staff and pupil have positive feedback around reward incentives Observations of pupils effectively using strategies in and out of class with increased independence	Implement 'mood tracker' to support in regulation, proactively respond to needs of pupils and track progress To offer training to parents and new staff to support the understanding of regulation
Summer 25	Continued monitoring and supported of newly reviewed rewards/incentives	Increased sense of belonging within the school where all pupils engaged positively in end of half term incentives Pupil voice strengthened through choosing bespoke Golden time activities in class Mood tracker utilized in every classroom around transitions and alerting key members of staff to support in pastoral conversations	New appointed HLTA to further support in mood tracker Discussions with class teams in September around incentives and ensuring consistency across classes Zones of Regulation workshop to be offered to parents

			Assess classroom resources – sensory equipment and order new equipment as necessary
Autumn 25	Staff training around use of incentives and consistent approach across school Pupil voice gained from link governor with positive outcome Additional sensory equipment purchased for each class – specifically effective within the semi formal challenge classrooms Learning walks from Pastoral Lead, monitoring enrichment opportunities	A range of enrichment opportunities out of school have been capitalized Incentives are more bespoke and motivating to the majority of pupils	Liaise with external providers for enrichment opportunities within school Additional sensory equipment to be purchased for each class, based on Sensory Worx reports
Family support work to work closely with specific caseload. Parental workshops offered to support self-regulation and behaviour at home. Multi agency meetings, with support highlighted.		There is significant evidence that shows the positive correlation between parents and school when there is a clear consistent, strategic approach implemented at home and at school. Promotes a positive relationship with all involved parties and a shared responsibility. EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,5,6
Term / Year	Impact	Evidence	Next steps
Autumn 24	Attendance incentives used as part of the wellbeing team with fishing and enrichment trips planned into the timetable	Improved attendance for PP pupils against previous year's data by +2.3%	Target to improve percentage of persistently absent pupils through additional support

	Weekly monitoring of attendance with regular communication with parents – phone calls and letters to address any concerns Multi-agency meetings held for identified pupils with persistent absence	Pupils who received additional intervention/ incentive around attendance engaged well and had a positive impact	
Spring 25	Family wellbeing team continue to support identified pupils Multi-agency meetings held for identified pupils with persistent absence Parental workshop around E-safety held in school with a good level of engagement	All pupils supported by family wellbeing team have demonstrated positive impact on attendance and engagement PP attendance continues to have improved against last year's data Persistent absence for Spring significantly improved - Persistent absentees for Marchbank is better than the SEN national average by +10.6%.	Further plan additional parental workshops at least termly – building upon regulation strategies
Summer 25	Family wellbeing team continue to support identified pupils Multi-agency meetings held for identified pupils with persistent absence	Family wellbeing 1:1 support for identified pupil to support in engagement PP attendance continues to have improved against last year's data Persistent absence during summer term as compared to previous year has improved by +3.6% and PP attendance as compared to previous year has improved by 0.38%.	Support new cohort of pupils due to increased numbers of 65 – working with identified families to build positive relationships and re-engaging pupils from non-educational settings
Autumn 25	Family wellbeing team continue to support identified pupils Weekly meeting and regular communication with pastoral lead	Due to staffing, support is newly in place 4 pupils currently being supported with an additional 4 being monitored	New tracking system to be utilized

Total budgeted cost: £ 10,687

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 2023 to 2024 academic year.

Dedicated time to re-engage existing parents and new parents/carers, with FROG with additional support to ensure all parents had access to app. Pupils had access to resources and learning materials to support all individual pupil needs, both in school and at home where needed.

All staff received regular curriculum training specific to high quality first teaching and learning reviews. Therefore, all pupils had access to an engaging, motivating and differentiated learning experience throughout the year.

Pupils transition, emotional and academic needs were supported with individualised support and external agencies.

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
Oracy Initial Training programme	Chris Quigley

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?	OT SALT Future Steps EP Behaviour / attendance incentives Thrive
What was the impact of that spending on service pupil premium eligible pupils?	Social, academic and emotional needs of pupils continued to be catered for and supported on an individualised approach. Pupils and families were provided and supported upon transition to Marchbank and supported back into routine and curriculum demand as many new pupils have spent significant time out of school.

Further information (optional)

NA

Appendix

i)

Subject	Key Stage	%/no of pupils making limited, good or exceptional progress in Autumn			%/no of pupils making limited, good or exceptional progress in Spring			%/no of pupils making limited, good or exceptional progress in Summer			%/No of LAC good or above progress	%/No of Non LAC Good or above progress	% diff LAC/non LAC	%/No of FSM good or above progress	%/No of Non FSM Good or above progress	% diff FSM/non FSM	%/No of Male good or above progress	%/No of Female Good or above progress	% diff Gender	%/No of PP Pupils good or above progress	% No of Non PP Pupils good or above progress	% diff PP/Non-PP
		Limited	Good	Exceptional	Limited	Good	Exceptional	Limited	Good	Exceptional	%/Number	%/Number	Difference	%/Number	%/Number	Difference	%/Number	%/Number	Difference	%/Number	%/Number	Difference
English	KS1 Reading	0.0%	60.0%	40.0%	40.0%	60.0%	0.0%				N/A	60%	N/A	50%	60%	-10%	50%	100%	-50%	33%	100%	-67%
	KS2 Reading	25.5%	70.2%	4.3%	22.4%	73.5%	4.1%				50%	78%	-28%	71%	84%	-13%	74%	100%	-26%	69%	89%	-20%
	KS1 Spoken L	0.0%	80.0%	20.0%							N/A	0%	N/A	0%	0%	0%	0%	0%	0%	0%	0%	0%
	KS2 Spoken L	25.0%	72.9%	2.1%	21.1%	78.9%	0.0%				25%	30%	-5%	23%	42%	-20%	33%	0%	33%	22%	44%	-23%
	KS1 Writing	20.0%	80.0%	0.0%	60.0%	40.0%	0.0%				N/A	40%	N/A	50%	33%	17%	25%	100%	-75%	33%	50%	-17%
Maths	KS2 Writing	12.5%	85.4%	2.1%	16.7%	81.3%	2.1%				75%	80%	-5%	84%	74%	10%	78%	100%	-22%	84%	72%	12%
	KS1 Number	0.0%	100.0%	0.0%	20.0%	60.0%	20.0%				N/A	80%	N/A	100%	67%	33%	75%	100%	-25%	67%	100%	-33%
	KS2 Number	12.5%	70.8%	16.7%	18.4%	69.4%	12.2%				50%	83%	-33%	74%	89%	-15%	80%	75%	5%	75%	89%	-14%
	KS1 Geometry										N/A	0%	N/A	0%	0%	0%	0%	0%	0%	0%	0%	0%
	KS2 Geometry				0.0%	100.0%	0.0%				0%	2%	-2%	0%	5%	-5%	2%	0%	2%	0%	6%	-6%
Science	KS1 Measure				20.0%	80.0%	0.0%				N/A	80%	N/A	100%	67%	33%	75%	100%	-25%	67%	100%	-33%
	KS2 Measure				22.4%	67.3%	10.2%				50%	78%	-28%	71%	84%	-13%	76%	75%	1%	72%	83%	-11%
PSHE	KS1	0.0%	100.0%	0.0%	0.0%	80.0%	20.0%					100%	N/A	100%	100%	0%	100%	100%	0%	100%	100%	0%
	KS2	14.9%	76.6%	8.5%	22.4%	75.5%	2.0%				50%	78%	-28%	74%	79%	-5%	76%	75%	1%	75%	78%	-3%
PSHE	KS1	0.0%	80.0%	20.0%	0.0%	0.0%	0.0%					0%	N/A	0%	0%	0%	0%	0%	0%	0%	0%	0%
	KS2	17.0%	83.0%	0.0%	0.0%	0.0%	0.0%				0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Key to colour coordination		
Limited 25% or higher = red 24% or lower = green	Good 49% or lower = red 50% or higher = green	Exceptional 24% or lower = red 25% or higher = green

ii)

Subject	Key Stage	%/no of pupils making limited, good or exceptional progress in Autumn			%/no of pupils making limited, good or exceptional progress in Spring			%/no of pupils making limited, good or exceptional progress in Summer			%/No of LAC good or above progress	%/No of Non LAC Good or above progress	% diff LAC/non LAC	%/No of FSM good or above progress	%/No of Non FSM Good or above progress	% diff FSM/non FSM	%/No of Male good or above progress	%/No of Female Good or above progress	% diff Gender	%/No of PP Pupils good or above progress	% No of Non PP Pupils good or above progress	% diff PP/Non-PP
		Limited	Good	Exceptional	Limited	Good	Exceptional	Limited	Good	Exceptional	%/Number	%/Number	Difference	%/Number	%/Number	Difference	%/Number	%/Number	Difference	%/Number	%/Number	Difference
English	KS1 Reading	0.0%	60.0%	40.0%	40.0%	60.0%	0.0%	20.0%	80.0%	0.0%	60%	31%	29%	80%	89%	-9%	82%	100%	-18%	81%	16%	65%
	KS2 Reading	22.7%	72.7%	4.5%	19.6%	76.1%	4.3%	16.7%	58.3%	25.0%	60%	31%	29%	80%	89%	-9%	82%	100%	-18%	81%	16%	65%
	KS3 Reading																					
	KS1 Spoken L	0.0%	80.0%	20.0%							0%			0%	0%	0%	0%	0%	0%	0%	0%	0%
	KS2 Spoken L	22.2%	75.6%	2.2%	16.7%	83.3%	0.0%	42.3%	57.7%	0.0%	20%	12%	8%	27%	39%	-12%	25%	100%	-75%	26%	8%	18%
	KS3 Spoken L																					
	KS1 Writing	20.0%	80.0%	0.0%	60.0%	40.0%	0.0%	20.0%	80.0%	0.0%	80%			67%	100%	-33%	75%	100%	-25%	67%	100%	-33%
	KS2 Writing	13.3%	84.4%	2.2%	13.3%	84.4%	2.2%	35.4%	64.6%	0.0%	40%	24%	16%	67%	61%	6%	61%	100%	-39%	65%	12%	53%
Maths	KS3 Writing																					
	KS1 Number	0.0%	100.0%	0.0%	20.0%	60.0%	20.0%	20.0%	20.0%	60.0%	80%			67%	100%	-33%	75%	100%	-25%	67%	100%	-33%
	KS2 Number	8.9%	73.3%	17.8%	15.2%	71.7%	13.0%	20.8%	64.6%	14.6%	60%	29%	31%	80%	78%	2%	77%	100%	-23%	81%	14%	67%
	KS3 Number																					
	KS1 Geometry							20.0%	80.0%	0.0%	80%			67%	100%	-33%	75%	100%	-25%	67%	100%	-33%
	KS2 Geometry				0.0%	100.0%	0.0%	23.1%	71.8%	5.1%	20%	24%	-4%	57%	72%	-16%	61%	75%	-14%	55%	14%	41%
	KS3 Geometry																					
	KS1 Measure				20.0%	80.0%	0.0%	40.0%	60.0%	0.0%	60%			33%	100%	-67%	50%	100%	-50%	33%	100%	-67%
Science	KS2 Measure				19.6%	69.6%	10.9%	35.9%	56.4%	7.7%	20%	20%	0%	43%	67%	-23%	50%	75%	-25%	42%	13%	29%
	KS3 Measure																					
	KS1	0.0%	100.0%	0.0%	0.0%	80.0%	20.0%	0.0%	80.0%	40.0%	100%			100%	100%	0%	100%	100%	0%	100%	100%	0%
PSHE	KS2	13.6%	77.3%	9.1%	17.4%	80.4%	2.2%	16.7%	83.3%	0.0%	60%	31%	29%	83%	83%	0%	82%	100%	-18%	84%	15%	69%
	KS3																					
	KS1	0.0%	80.0%	20.0%	0.0%	0.0%	0.0%				0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	KS2	11.4%	88.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	KS3																					

Key to colour coordination		
Limited 25% or higher = red Lower than 25% = green	Good Good and Exceptional combined is lower than 25% = red Good and Exceptional combined is 25% or higher = green	Exceptional Lower than 25% = red Between 25% and 34% = green 35% or higher = purple

iii)

Semi formal Autumn 2025/26

Pathway	Area of learning	% / Number of pupils demonstrating limited, good or exceptional progress in Autumn			% / Number of pupils requiring an intervention this term	% / Number of pupils demonstrating limited, good or exceptional progress in Spring			% / Number of pupils requiring an intervention this term	% / Number of pupils demonstrating limited, good or exceptional progress in Summer			% / Number of pupils requiring an intervention this term	% / No of LAC pupils at good or above progress	% / No of Non LAC pupils at good or above progress	% diff LAC / Non LAC	% / No of FSM pupils at good or above progress	% / No of Non FSM pupils at good or above progress	% diff FSM / Non FSM	% / No of PP Pupils at good or above progress	% / No of Non PP Pupils at good or above progress	% diff PP / Non PP
		Limited	Good	Exceptional		Limited	Good	Exceptional		Limited	Good	Exceptional										
Semi Formal KS1-2 combined	Maths – Geometry																					
	Maths – Measure																					
	Maths – Number	30.8%	69.2%	0.0%	15%								0.0%	100%	57%	43%	64%	50%	14%	67%	33%	33%
	English – Reading	26.7%	73.3%	0.0%	20%								0.0%	0%	79%	-79%	82%	50%	32%	75%	67%	8%
	English – Spoken Language	26.7%	73.3%	0.0%	20%								0.0%	0%	79%	-79%	82%	50%	32%	75%	67%	8%
	English – Writing	40.0%	60.0%	0.0%	33%								0.0%	0%	64%	-64%	73%	25%	48%	67%	33%	33%
	Science	20.0%	80.0%	0.0%	0%								0.0%	100%	79%	21%	73%	100%	-27%	75%	100%	-25%
	Communication and Literacy																					
	PSHE and My Independence	33.3%	66.7%	0.0%	6.7%									0%	43%	-43%	45%	25%	20%	42%	33%	8%
	Understanding my world	13.3%	86.7%	0.0%	0.0%									0%	93%	-93%	91%	75%	16%	83%	100%	-17%
	My Creativity	40.0%	60.0%	0.0%	0.0%									0%	64%	-64%	73%	25%	48%	67%	33%	33%

Key to colour coordination

Limited

25% or higher = red
Lower than 25% = green

Good

Good and Exceptional combined is lower than 25% = red
Good and Exceptional combined is 25% or higher = green

Exceptional

Lower than 25% = red
Between 25% and 34% = green
35% or higher = purple

Formal Immersive and Subject Specific formal Autumn 2025/26

Subject	Key Stage	% / no of pupils making limited, good or exceptional progress in Autumn			% / no of pupils making limited, good or exceptional progress in Spring			% / no of pupils making limited, good or exceptional progress in Summer			% / No of LAC good or above progress	% / No of Non LAC Good or above progress	% diff LAC / Non LAC	% / No of FSM good or above progress	% / No of Non FSM Good or above progress	% diff FSM / Non FSM	% / No of Male good or above progress	% / No of Female Good or above progress	% diff Gender	% / No of PP Pupils good or above progress	% No of Non PP Pupils good or above progress	% diff PP / Non-PP
		Limited	Good	Exceptional	Limited	Good	Exceptional	Limited	Good	Exceptional	%/Number	%/Number	Difference	%/Number	%/Number	Difference	%/Number	%/Number	Difference	%/Number	%/Number	Difference
English	KS1 Reading																					
	KS2 Reading	17.8%	82.2%	0.0%							100%	80%	20%	83%	81%	2%	79%	100%	-21%	80%	87%	-7%
	KS1 Spoken L																					
	KS2 Spoken L	17.8%	82.2%	0.0%							100%	80%	20%	83%	81%	2%	79%	100%	-21%	80%	87%	-7%
	KS1 Writing																					
	KS2 Writing	24.4%	75.6%	0.0%							100%	73%	27%	76%	75%	1%	76%	71%	5%	73%	80%	-7%
Maths	KS1 Number																					
	KS2 Number	4.4%	91.1%	4.4%							100%	95%	5%	93%	100%	-7%	95%	100%	-5%	93%	100%	-7%
	KS1 Geometry										0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	KS2 Geometry																					
	KS1 Measure																					
Science	KS2 Measure	11.1%	88.9%	0.0%							100%	88%	13%	88%	91%	-3%	91%	80%	11%	88%	90%	-2%
	KS1																					
PSHE	KS2	13.3%	86.7%	0.0%							100%	85%	15%	86%	88%	-1%	87%	86%	1%	87%	87%	0%
	KS1																					
PSHE	KS2	13.3%	86.7%	0.0%							100%	85%	15%	83%	94%	-11%	84%	100%	-16%	83%	93%	-10%

Key to colour coordination
Limited

25% or higher = red
 Lower than 25% = green

Good

Good and Exceptional combined is lower than 25% = red
 Good and Exceptional combined is 25% or higher = green

Exceptional

Lower than 25% = red
 Between 25% and 34% = green
 35% or higher = purple