

Marian Vian primary Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023/2024 and 2024/2025 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	Marian Vian primary
Number of pupils in school	632
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Ian Redgrave
Pupil premium lead	Ian Redgrave (HT) Sue Livett (AHT)
Governor / Trustee lead	Mr P Daw (COG) & Mr D Sinclair

Funding overview

Detail	2023/24	2024/25	2025/26
Pupil premium funding allocation this academic year	£166,455	£170,463	£183,441
Recovery premium funding allocation this academic year	£15,805	£0	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£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	£182,260	£170, 463	£183,441

Part A: Pupil premium strategy plan

Statement of intent

Our percentage of children that qualify for Pupil Premium continues to grow (currently 19%) therefore our response is crucial in respect of academic achievement for all. However, it is just as important to provide opportunities for the children to engage in wider aspects of a fulfilling life and broaden their experiences in sport, art and music for example. Without such provision many of the children would not be exposed to the rich tapestry of activities that are available.

As a result key areas that require ongoing attention are:

Ensuring high standards of quality first teaching.

Early speech and language assessment and follow up work to address need.

Ongoing speech and language experiences to broaden vocabulary and thinking.

Targeted intervention to make access to the wider curriculum easier.

Emotional support for children and parents so that barriers to attending school and being involved are removed/reduced.

Practical support to families to reduce stress at home and sign post appropriate services and support.

Giving every child equal access to opportunities that widen their cultural capital and other opportunities.

We also recognise that using the premium across all children can be effective in the general raising of standards and closing the real and perceived divide in wider society.

Challenges

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

Challenge number	Detail of challenge
1	Academic gap Our data shows that the overall academic performance of disadvantaged children is varied across year groups but consistently below that of all children. This is more pronounced when looking at combined data rather than individual subjects.
2	Speech and language deficit Through our observations of children and our screening programme for all new entrants (By Love2communicate-SALT specialists) our children display a deficit in the range of their vocabulary, their ability to process information and

	then express themselves clearly. This may impede their access to the rest of the curriculum.
3	Removing barriers to attending school Our own data shows that although the gap has closed, the number of our disadvantaged children that have relatively poor attendance compared to all pupils is still too wide. Through our interactions with parents/families we know that they have pressures at home that directly and indirectly affect their children's attendance.
4	Lack of opportunities beyond academic aspect of school Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. There is clearly latent talent and curiosity which children have not had the opportunity to use or develop.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as at the end of previous academic year.	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>Year 6 specific targets (2023/24). (19 PP children)</p> <p>Combined gap closed from 25% points to 20% points. Achieved reduction to 15% points gap.</p> <p>Reading gap closed from 20% points to 15% points. Achieved reduction to 6% points gap.</p> <p>Writing gap closed from 17% points to 15% points. Achieved reduction to 9% points gap.</p> <p>Maths gap closed from 26% points to 20% points. Achieved reduction to 8% points gap.</p> <p>Year 6 specific targets (2024/25) (11 PP children)</p> <p>Combined gap closed from 15% points to 10% points. Achieved reduction to 1%</p> <p>Reading gap maintained to single figure difference. Disadvantaged outperformed general by 2%</p> <p>Writing gap maintained to single figure difference. Disadvantaged outperformed general by 4%</p> <p>Maths gap maintained to single figure difference. Disadvantaged outperformed general by 4%</p>

	<p>Year 6 specific targets (2025/26)</p> <p>(PP children)</p> <p>Combined gap maintained to single figure difference.</p> <p>Reading gap maintained to single figure difference.</p> <p>Writing gap maintained to single figure difference.</p> <p>Maths gap maintained to single figure difference.</p>
Increase the number of specialist assessments carried out across the school to diagnose specific difficulties. (In addition to new entrant screening.)	Specific difficulties identified and appropriate interventions for each child to take place. (Individual monitoring to demonstrate improvement.)
Improve the attendance of disadvantaged children.	<p>Individual attendance improves.</p> <p>Where attendance does not improve reasons are understood through ongoing contact with family and attempts to overcome identified barriers are made.</p>
All disadvantaged children are offered an extracurricular opportunity.	Each disadvantaged child participates in an extracurricular activity.

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: £119,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist TA support	Highly trained TAs deployed where need identified have good impact on attainment and progress. (EEF research backs up this approach)	1
Extra Speech and Language screening, assessments and therapy. (Beyond regular budget allowance)	Ongoing screening and assessment has identified growing gaps. Specialist assessment identifies precise needs which can be addressed by trained TAs and SALT therapists.	1,2
Sensory Circuits training.	Sensory Circuits introduced across the school. Children that are able to regulate themselves well to perform better in class.	1,3

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

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
IDL (Literacy and numeracy) programme delivery to all identified children across Key Stage 2	Highly individualised computer programme for literacy and numeracy. Dyslexic associations and EPs recommend. Most progress achieved when carried out daily.	1
Sensory Circuits implementation	Helps children regulate themselves and be in the zone for learning. Clear evidence for children with ASD but also those children that lack organisation and focus.	1,3
Comprehension intervention groups across Key stage 2	PixL analysis helps to target specific children and specific needs. PixL therapies tested nationally.	1
Phonics intervention/catch up Y1	Historically used with success. New phonics scheme used nationally and approved by DFE. (Phonics 24/25 87%)	1
Mathletics/maths intervention/catch up Y3-6	Historically used with success. PixL therapies tested nationally. Very experienced staff delivering.	1
Revision guides	Historically used with success.	1

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

Budgeted cost: £30,441

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contributions to visits/ trips (including residential)	Parents and pupils hugely appreciate this help which ensures that the child and family feel part of the school community. Experiences are broadened which help with input into school work.	3,4
Contributions to extracurricular provision. (Including sporting clubs, music lessons, science clubs and cooking clubs etc)	Parents and pupils hugely appreciate this help which ensures that the child and family feel part of the school community. Experiences are broadened which help with input into school work. (EEF reports evidence positive impact of both of the above)	4
Counselling	Helping children and families with their emotional needs helps keep attendance at a good level and assists the child to focus on learning rather than worry about levels of anxiety.	3
Social Skills groups	Children with social communication difficulties gain confidence to clearly express themselves. Attendance in school is high for these children.	3
Attendance support/ monitoring of identified children.	Targeted support for identified children prevents poor attendance in most cases. Issues are addressed quickly.	3

Total budgeted cost: £183,441

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 academic year 2023/2024

2023/2024

The academic gap in Y6 has continued to close which reflects the success of the strategy and the hard work of the pupils, staff and parents. Although compared to National data our attendance figures are not a cause for concern we believe further work is needed to increase attendance and reduce lateness. This is incorporated into the 24/25 SIP as well.

The wide set of experiences that Marian Vian provide continues to have a great take up. 100% of the Y4 children attended the inaugural camping experience during the year and this opportunity has been expanded to Y3 as well with equal success. A very successful year all round for PP children and beyond.

2024/2025

The steady progress over several years of the strategy have resulted in the data showing parity between the general school population and the disadvantaged. (At combined expected) For individual subjects disadvantaged pupils outperformed others by 2-4%. In roads have been made into attendance and punctuality but further individual targeting is required. Uptake of extra-curricular activities has risen to 72% of disadvantaged pupils ranging from the traditional sports and residential to Bee Keeping club.

Externally provided programmes

Programme	Provider
None.	

Service pupil premium funding

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?	None
What was the impact of that spending on service pupil premium eligible pupils?	None