

Marvels Lane Pupil Premium Strategy Statement – 2025/26

This statement details our school's use of pupil premium funding to help improve the achievement 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	Marvels Lane Primary
Number of pupils in school	383 (30 Nurs)
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Edward Dove (HT)
Pupil premium lead	Edward Dove
Governor / Trustee lead	Susie Freeman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,070
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£209,070

Part A: Pupil premium strategy plan

Statement of intent

At Marvels Lane we work passionately to enable all children to achieve – academically, creatively, personally and socially. To be the best that they can be in all that they do.

Research shows that children from disadvantaged or low income backgrounds can have some additional barriers or challenges that may affect their achievement (see challenges section below).

In many case these challenges increased during and since the Covid pandemic and lockdowns.

The purpose of this strategy plan is to address those challenges and support the long term ‘recovery’ of all children, but particularly those children who are eligible for Free School Meals and/or those who are deemed vulnerable in other ways (e.g. social care involvement or being young carers).

Our main strategies for overcoming these challenges will be based around Quality First Teaching, irresistible learning and high expectations for all children to achieve. We will also use a range of interventions: some will benefit all pupils; some are specifically targeted at groups or individuals identified as Pupil Premium; some are directly related to pupil attainment; others have a more indirect impact on achievement by raising aspiration, self-esteem and broadening horizons.

This plan will be reviewed annually.

Challenges

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

Challenge number	Detail of challenge
1	LANGUAGE & ORACY SKILLS Effective communication, speaking and listening in a wide range of contexts.
2	The EARLY YEARS FOUNDATION STAGE and YEAR 1 All areas of language, play and personal, social and emotional development.
3	ATTAINMENT Particularly Reading, Writing and Phonics
4	ASPIRATION & EXPECTATIONS This includes opportunities available to enrich the curriculum within the class and beyond. Parental engagement also.
5	MENTAL HEALTH & WELL-BEING Promoting mental health and well-being for all, while identifying, supporting and enabling children to cope with any difficulties they may be experiencing.
6.	ATTENDANCE Particularly tackling persistent absence.

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
1. Language and Oracy skills to be improved for all children across the school.	Individuals and groups of children make progress in different Oracy strands and skills as defined by the Voice 21 Framework.
2. Pupil Premium children make at least good progress in EYFS & Year 1	PP children make at least the same if not better progress in the key EYFS areas, Phonics and other subjects.
3. Pupil Premium children make good or better progress with their learning. Gaps in outcomes reduce and are significantly less than National. Quality First Teaching is effectively supported in all year groups especially Yr 6 and EYFS	Block Tracking outcomes identify PP children as making equal or better progress than the other children in their class. All outcome gaps across school are better than or in line with national comparisons. Observations and other monitoring shows good or better practice, with under-performance addressed rapidly.
4. Steady increase in / return to enrichment activities in and beyond the classroom Parental engagement and aspiration increases through a positive community atmosphere within and beyond the school	Year groups deliver a broad range of 'wow' activities across the year. Increased amount of enrichment clubs accessed by more children. Friends of MLPS successfully established. More community events take place. More money raised for school fund and specific projects. Improved attendance at parental workshops. Increased opportunities for Pupil Voice
5. Behaviour, learning behaviours and social/personal development continue to be strengths of the school, for all groups of children.	Outside partners agree with the school's self-evaluation. Pupil questionnaires are overwhelmingly positive. PP children are proportionately represented in awards, rewards and consequences.
6. Overall attendance and persistent absence returns to pre-pandemic levels	PA reduces across the year. PA of PP children reduces across the year.

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: **£64,725**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching and TA support in Year 6 to support learning, behaviour and emotional well-being	Targeted quality first teaching in Maths and English, supported by effective TAs.	3 & 5
EYFS Leader management time	Regular monitoring and support to encourage and ensure consistent quality teaching.	2
Delivery of Little Wandle Phonics Scheme	CPD and monitoring to support fidelity to Phonics Scheme	2 & 3
Continue Oracy focus within SIP	Direct correlation between language skills and pupil outcomes.	1

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

Budgeted cost: **£79,265**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Phonics support Yrs 1-3, + LW keep up	Quality Phonics teaching has a direct impact on reading accuracy.	2 & 3
Partnership with English Hub to support Little Wandle implementation	Quality Phonics teaching has a direct impact on reading accuracy.	2 & 3
Rocket Reader Interventions	Reading practice focusing on fluency and confidence leads to improved reading progress.	3
Team Around the Pupil (TAP) meetings	Targeted approach focusing on 4 individuals in each class, based on PiXL principles.	3

Targeted subsidies for a range of enrichment activities	Breadth of opportunity impacts on confidence, aspiration and outcomes.	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£84,501**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Parent Support Worker	Engagement of hard to reach and vulnerable families and supporting attendance.	4, 5 & 6
Additional Admin Day - Attendance	Direct link between attendance and outcomes / well-being. Disproportionate amount of disadvantaged children are PA.	6
Additional Admin Day - Safeguarding	Engagement of hard to reach and vulnerable families and supporting attendance.	4, 5 & 6
Place 2 Be	Proven counselling and therapy provider supporting the wide range of pastoral provision already available in the school.	5
Additional behaviour support for particular children	Additional support required to enable teachers to employ a wide range of behaviour management strategies to maximise learning for all children	3 & 5
Parent Workshops	Parental understanding of and involvement in their children's learning impacts on pupil outcomes.	3 & 4
Website, school environment, signage, PR	Increased positive community feel of school to impact on 'whole child' outcomes and also pupil numbers / budget.	4

Total budgeted cost: £ 228,491

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

2025 Summer assessment data has been collected across the school, through national End of Key Stage 2 tests, Teacher Assessments in all year groups (informed by within school tests Yrs 2-6) and also EYFS, Yr1 Phonics and Yr4 multiplication assessments. Additional analysis has been carried out in terms of gender, disadvantage and ethnicity.

See intended outcomes above

1. Language & Oracy skills - this remains a recurring strand through the School Improvement Plan and a particular focus in EYFS and Writing.
2. EYFS & Year 1 progress - see above re progress. 2025 attainment data shows Reception and Year 1 Pupil Premium children performing at a lower level than non Pupil Premium children. However, the gap between PP & non PP children is smaller than the Lewisham average.
3. Vulnerable pupils - Significant improvement in this area.
The attainment gap between disadvantaged and non-disadvantaged pupils across 17 measures across the school was better than the national gap in 8, similar in 8 and worse in 1.
Specific PP children identified (at the beginning of year) in each class for additional Team Around the Pupil focus and support (reviewed after Mid Year Tests in Feb '25).
Quality First Teaching - The amount of good or better lessons in recent observations was similar to previous years.
4. Curriculum Enrichment - A full irresistible learning programme took place for all year groups in 2024/25. Reviewed & maintained for 25/26.
5. Behaviour & PSED - this continues to be an area of strength for the school as identified internally and by school improvement partners. Additional challenges in one particular year group were supported effectively, resulting in highest overall KS2 results.
6. Attendance - 2024-25 overall attendance remained approximately 2% lower than National. Ofsted reported that the school was persistent in its work to improve attendance with families, but persistent absence remained too high. Attendance is a Key Priority in 25/26 SIP.

Further information (optional)