

Pupil premium strategy statement Marshlands Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	251
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	Termly
Statement authorised by	FGB
Pupil premium lead	Stacey Tang
Governor / Trustee lead	Geraldine Massey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,270 (+EYPP 1485)
Recovery premium funding allocation this academic year	£15,351
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£

Part A: Pupil premium strategy plan

Statement of intent

Marshlands Primary School serves a disadvantaged and highly-challenged community with consistently around 35-40% of its pupils being in receipt of PPG and, as such, places great importance on the impact that the PPG spending can have on the life chances of disadvantaged children who often have more complex needs than their peers in more affluent areas. When the key drivers of a disadvantaged life chances are considered (Crenna & Jennings; 2018), the complexities of the issues and challenges that our pupils face become clearer. As such, we define the term 'disadvantaged' as any pupil in a position where they may NOT meet their full potential, in any key developmental area, due to controlling and/or influencing factors. Any disadvantaged child finding themselves negatively influenced and at risk of not achieving is deemed to be 'disadvantaged'. This means that pupils, beyond those identified as being in receipt of free school meals are considered disadvantaged; this group of children makes up a significant percentage of the school. The key drivers of disadvantage identified by the school (Key Drivers of the Disadvantage Gap Literature Review 2018) - that are the predominant causes of inequalities for our pupils - are:

- Emotional/Mental/Psychological
- Speech Language & Communication
- Behaviour
- Community & Environment
- Family
- Income
- Locality
- Culture
- Social

At Marshlands Primary School:

- We ensure that teaching and learning opportunities meet the needs of all pupils and that quality first teaching across the school offers pupils the very best opportunity to succeed.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that disadvantaged pupils are adequately assessed and addressed. All class teachers complete a termly analysis of their classes challenges, to ensure individual, targeted support rather than blanket

assumptions. We acknowledge that challenges faced are not the same for all pupils and we strive to identify those individual challenges.

- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We have a significant proportion of pupils living in homes which reflect high levels of deprivation. The parents of these children do not always fulfil the eligibility criteria, as they work; albeit in low paid employment rather than claim benefits. A small minority of parents also choose not to register their entitlement. We therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. This is carried out on an annual basis and reviewed at the end of each term. Organisation of funding and resources means that not all children receiving free school meals/pupil premium funding will be in receipt of pupil premium at one time.
- Disadvantage cannot and will not be used as an excuse for underachievement. The leadership team have high expectations and challenge low aspirations. Rigorous assessment and tracking procedures are in place which enables us to quickly identify any children not making progress. Data is robust and analysed termly for individuals, cohorts and groups.

Alongside this are embedded the 5 key steps schools can take to improve disadvantaged pupils' life chances, from the Social Mobility and child Poverty Commission (The Long Shadow of Deprivation).

1. Use the pupil premium strategically to improve social mobility.
2. Build an inclusive culture with high expectations – a whole school approach.
3. Incessant focus on the quality of teaching.
4. Tailored strategies to engage parents.
5. Preparing pupils for all aspects of life, not just exams.

The approaches used within this document are rooted in research and a list of research links is available on the school website. It is also acknowledged that the recent school closures due to Covid-19 will have impacted on pupils, particularly those from disadvantaged backgrounds. This plan will also be adapted to the needs as pupils as schools fully reopen and families address their own needs following the pandemic.

Any planned actions that that are proven ineffective will be altered or ceased, rather than continuing with a plan that does not work.

Challenges

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

Challenge number	Detail of challenge
1	Lack of resilience, perseverance and loss of school routines limits engagement with more challenging work or new skills.
2	A language deficit, meaning a gap in vocabulary and the ability to manipulate and understand language
3	Poor emotional health ,well being and social skills impacts on pupils, decreasing their capacity and readiness to learn.
4	Lack of cultural capital limits experience and inhibits access to engage with the curriculum

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
A school culture exists whereby pupils recognise mistakes as a vital aspect of learning, creating the confidence to experiment, explore and persevere without a fear of failure	Combined 2023 outcomes see overall improvements reflecting increased engagement and perseverance.
There will be no difference in the understanding or use of vocabulary between pupils of a similar age/ability, regardless of background	2023 reading and writing data for disadvantaged pupils within 10% of our non disadvantaged pupils.
A school culture exists where the whole child is developed and cherished, regardless of background.	At least 5% reduction in behaviour plans/BST referrals and mental health referrals, with 100% of pupils on behaviour plan achieving at least two targets.
Regardless of background, all pupils possess rich and varied experiences and inspirations from which to fully engage with all aspects of the curriculum.	80% of all disadvantaged pupils attend at least one after school club and all pupils fully participated in the Marshlands Memories.

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: £ 85,00 (approx. 50% of funding)

Activity	Evidence that supports this approach (please see research links page for the evidence)	Challenge number(s) addressed
All classes to have a full time support staff member, to allow for interventions and targeted scaffolding within class. This will give a sense of achievement and success and allow support quality first teaching.	-Impact of Quality First Teaching -Maths teaching findings -Waiting to answer questions	1, 2 and 3
Live feedback (due to high pupil/staff ratio) in lessons to reassure pupils and identify next steps immediately, in order to further challenge or consolidate understanding. This will also feed into any intervention support and classroom scaffolding (metacognition).	-High quality marking and feedback	1,2 and 3
High quality CPD to ensure quality first teaching. Prioritise staff CPD on feedback, retrieval practice, reading comprehension, phonics, and mastery learning	-Staff CPD -Effective professional development -Mastery learning -Phonics -How children learn to read	1 and 2

Additional staff in foundation to increase the pupil/staff ratio in order to ensure rapid progress from starting points; developing language and communication as a priority to enable learning.	-Speech and language in early years. -30 million word gap.	1,2 and 3
Increase the opportunities for pupils to be exposed to books and hear high quality texts, in order to develop a love of reading. This will be through developing the school library, reading class books, high quality class reading areas, additional reading opportunities for those unable to read at home, pupils given books for Christmas etc..	-Reasons why reading aloud matters. -1 in 8 disadvantaged don't own a book. -Reading for pleasure increase vocabulary.	2 and 3
Design a curriculum to meet the needs of all pupils through engaging topics, wow days, enrichment activities, outdoor learning opportunities, RSE/PSHE lessons and Marshlands' Memories. NB in designing a curriculum, resources will also be purchased to develop this and support/aid quality first teaching. We also acknowledge that research can show experiences do not always raise attainment. However,	-Social and emotional learning -Behaviour strategies -Learning powered school -Cultural capital and educational achievement -Raising aspirations	1,2,3 and 4

the purpose of offering experiences with our setting is not solely for attainment purposes, but to develop the child and their development of social etiquette, understanding of the world around them and prepare them for a world of work.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 42,000 (approx. 25% of funding)

Activity	Evidence that supports this approach (please see research links page for the evidence)	Challenge number(s) addressed
Intervention plans created and monitored termly, though the vast majority of support will be inside the classroom, in order to reduce the gaps created by interventions	-Oral intervention -Early years intervention -reading comprehension	1,2 and 3
Additional FSU staff will also ensure that specific programmes such as Talk Boost, Chatta and Neli can take place without impacting on	-Conversation more important than words.	2

teacher/pupil ratios		
Targeted staff CPD - ie reciprocal reading, handwriting, SALT, phonics, language and communication.	-Correlation between socio-economic background and vocabulary. -Phonics -Early reading	2
SALT sessions run by school staff, following set programmes. This will ensure transferral of skills, support attendance and address the individual areas identified.	-Speech and language in the early years.	2

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

Budgeted cost: £ 42,000 (approx. 25% of funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
. Full pastoral team established to ensure SEMH needs are met. This will involve: a nurture class, ELSA, learning mentor, Drawing and Taking	-How education shapes mental health. -Help every child fulfil their potential.	1,2 and 3

Therapy, 1:1 check ins, developing social skills and routines, etc		
Targeted CPD for staff on mental health and well being, ACES, attachment.	-Staff CPD	1,2 and 3
School PSA to work with parents to meet a variety of needs for families. This will involve home visits, signposting to other agencies and completing appropriate referrals and support programmes	-Parental engagement	3 and 4
Attendance lead in place to support pupils in attending school and support families that may need additional support with wider issues, impacting on attendance.	-Attendance	3 and 4
Range of after school clubs available that cover a variety of experiences and likes. This includes a shift away from mainly sports clubs and	-Cultural capital and educational achievement.	1,2,3 and 4

parents to be invited when possible.		
Raise aspirations through: Children's University links to offer experiences beyond those the school can offer, Professor Fluffy, Past pupils board, career talks and the creation of an aspiration tree. NB - we acknowledge that low aspirations is a product of the 4 challenges identified and not a challenge in it's own right.	-Raising aspirations -Why do working class children lack aspirations.	1,3 and 4

Total budgeted cost: £ £169,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school strategies were implemented across all elements of the tired approach. Targeted academic support strategies were well designed.

The wider strategies for well being have a shown a holistic improvement.

The teaching and learning strategies are well implemented and understood by staff, creating a school environment where teachers can unpick individual challenges and the impact on the student.

We were quick to identify challenges from school closures and realised the importance of supporting our families and not just our pupils, if issues were to be improved at grass roots and not simply a short term fix.

Challenge 1

Bronze trauma informed school award achieved. This ensured all staff had an understanding of the emotional needs of our pupils and their families, following 2 years of Covid restrictions.

Action for 22/23: To look at the silver award and identify CPD to support staff with further developing their own knowledge.

Challenge 2

F2 data shows 73% achieved in communication and language. 62% being PP compared to 82% NPP.

30 pupils are accessing SALT but not all those on the waiting list have yet been assessed by the SALT team.

Reading data shows all year groups have improved since the previous term for PP pupils. However, PP pupils are still behind NPP generally in all year groups.

Action for 22/23: Ensure more staff trained in SALT and continue with language programmes implemented.

Challenge 3

In autumn: 6 pupils have had ELSA, 4 pupils have had Drawing and Talking, 6 Y6 pupils nurture and 12 pupils have regular pastoral check ins

In spring: 6 Y5 pupils have accessed nurture provision. 13 pupils access social skills groups, 8 pupils accessed ELSA, 12 pupils accessed drawing and talking therapy, 7 pupils accessed Lego therapy and 28 pupils have regular pastoral check -ins.

The pastoral team has been tweaked and timetabled to have maximum impact.

In summer: 6 Y1 pupils have accessed nurture. 12 pupils have accessed social skills groups. 10 pupils have received ELSA. 7 pupils accessed Drawing and Talking Therapy, 7 pupils attended Lego Therapy and 25 pupils have regular pastoral check ins.

Action: further development of the pastoral team to increase capacity and investigate allocated places to work.

Challenge 4

29 after school clubs offered over the year with 13 not being sports based. As clubs in 20/21 were in bubbles there is no comparable data for disadvantage uptake. The percentage of disadvantaged attending at least one after school club in 21/22 was 60%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

- Pupils stay with the same teacher for two years to ensure relationships are developed, routines known and pupils can 'hit the ground running' in year 2.
- Staff work hard to develop positive relationships with parents and families.
- We have purchased materials to allow for accurate baselines, in order to ensure clear progress and next steps.
- Growth Mindset and BLP are interweaved with the ethos of the school.
- More opportunities for problem solving/open ended lessons to encourage pupils to persevere and become more resilient to trying alternative methods. This will also aid vocabulary, developing communication, peer mentoring and metacognition.
- Fluid timetables/breaks to allow teachers to adapt to the needs of the class and break early, run lessons over etc
- Student voice established to ensure views and concerns are heard of all pupils. This includes school parliament, Eco Warriors, Travel Ambassadors and young leaders.
- PP actions, research and challenges are regularly discussed on training days and staff meetings to ensure all staff are aware of their pupils, their needs and current thinking/research. This also allows for ongoing evaluations of the school's actions and planned spending.
- Teachers complete an analysis of the main challenge for each individual pupil. This is then created into whole data, which informs CPD, spending and informs interventions. It highlights challenges that need to be either a class, key stage or whole class focus. In doing this, we are not undermining the complex and many challenges our pupils face, but tightening our focus to the ones that we can control and will make the most impact.
- A keep up , not catch up approach is embedded across school with interventions in class, carefully scaffolded support and well planned lessons
- Outdoor area previously developed through PP funding to allow for outdoor learning and to offer a wider range of activities, linked to cultural capital. The school now has a designated staff member working across school to ensure outdoor learning experiences.
- All classes have a reading area and class books.

-We have a designated 'reading for pleasure' coordinator to promote reading and a love of books.

-Picture News and First News allow pupils to debate and discuss issues, alongside access to knowing about world and national events.

-We acknowledge that poor attendance is not in itself a challenge but an outcome of other challenges. However, until our systems have impacted, attendance will be addressed alongside