

Marshlands Primary School

Pupil Premium Strategy 2023-2026

The school receives additional funding via the Pupil premium to ensure that all groups have the opportunity to achieve. This funding is linked to the number of pupils who are (or have been) eligible for free school meals, are looked after or belong to a service family. These pupils are identified by the DfE as 'disadvantaged'. It does not include those pupils in KS1 in receipt of the Universal Free School Meals.

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.
- 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.
- We acknowledge that challenges to learning are not the same for all pupils and we strive to identify those individual barriers. 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.

In order to identify the challenges faced by our pupils and community, at the start of each three year plan, a full and detailed analysis of all pupils is carried out by the staff member who is best placed to understand the pupils. The results of this are then collated for each class, key stage and whole school. This informs our whole school spending and targeted areas of support. We understand that quality first teaching has the most impact on all pupils and this is always a priority and is embedded in all the areas identified within this document.

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. We also acknowledge that challenges and needs are not the same and therefore we aim to address the needs that arise from the identified challenges. Any planned actions that are proven ineffective will be altered or ceased, rather than continuing with a plan that does not work.

Statement of Intent

Our intention is that every student, regardless of their background, starting points or challenges will achieve good outcomes in progress and attainment. Every pupil will have their wellbeing supported and their lives enhanced by a broad and balanced curriculum that has high expectations, challenge, rich in knowledge and addresses pupil needs. Alongside this will be opportunities outside the classroom and National Curriculum. We intend to remove any potential challenges to attendance, participation, and inclusion in the full life of our school community. We intend that every student feels valued and heard, through a culture of belonging, trust and respect. This will be developed through positive routines, relationships and responses, supported by ongoing CPD for all staff. A high-quality pastoral system will be at the heart of this culture. Excellent relationships will be established between school staff, students, and their families. Our core values will be embedded in our actions each day and will shape our strategy and approaches. Our intention will be shared with all stakeholders, including governors and owned by all who work with our young people. High aspirations will be the core of this approach, with a keep up not catch up mind set. The attainment and progress of our non-disadvantaged students will be sustained and improved alongside their disadvantaged peers. There will be high expectations for all, with carefully scaffolded steps to open access to everyone. We intend to scaffold up support, rather than differentiate down. Our continuous professional development and strategic decision-making will be supported by our research, to ensure that every teacher and member of support staff will be trained with evidence-based approaches which will make the most impact on the positive outcomes of our learners.

Pupil Premium Champion	Stacey Tang			Pupil Premium Governor	Geraldine Massey		
Number of Pupil Premium pupils on roll	2023-24	109		Pupil Premium as percentage of roll	2023-24	40%	

	2024-25			2024-25	
	2025-26			2025-26	

What have we identified as the key internal & external challenges to learning?

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Challenge 1		Challenge 2		Challenge 3	
We recognise that the emotional regulation, confidence and resilience of many of our learners, especially our most disadvantaged, needs strengthening and supporting. Not all of our disadvantaged students have a range of cognitive and metacognitive strategies to use when they are dealing with challenging academic work or in other social situations. This is demonstrated by pupils through their behaviour and attitude to learning.		We recognise that linked to challenge one, our pupils have a language deficit, meaning a gap in vocabulary and the ability to manipulate language, alongside an inability to express feelings and emotions. Not all our disadvantaged pupils have a solid understand of language and meaning. This is demonstrated by pupils through their behaviour and the school's data.		We recognise that school closures and new 'normals' have impacted on the widening of the disadvantage gap, resulting in learning and progress being slowed for our most disadvantaged. Not all our disadvantaged students are making progress and achieving in line with non-disadvantaged pupils. This is demonstrated in data and intrinsically linked to challenges 1 and 2.	
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What do we ultimately want to achieve?		What do we ultimately want to achieve?		What do we ultimately want to achieve?	
Through quality first teaching and specific interventions; all pupils are able to self regulate, have a range of strategies to call on, can demonstrate resilience and model perseverance. This would be reflected in their behaviour and attitude to learning.		Through quality first teaching and specific interventions; all pupils are able to express their emotions and feelings. The language deficit pupils have on entry will be significant reduced and pupils will have been exposed to rich vocabulary and language. This would be reflected in improved data, a reduction in pupils accessing SALT and in the pupils' behaviour.		Through quality first teaching and specific interventions the gap in both attainment and progress, across all year groups, narrows to within 5% for our disadvantaged pupils compared to non disadvantaged. This would be reflected in the school's data and the pupils' attitudes towards learning.	
				What do we ultimately want to achieve?	
				Through quality first teaching and engaging with all stakeholders; a continuously reviewed and adapted curriculum evolves that allows all pupils to achieve both academically and personally. Pupils will feel valued, heard and supported and know that they are equipped for their future endeavours. While attendance is a symptom all of all the other challenged identified, It is hoped that as the challenges are	

			addressed, attendance will improve. Ultimately this challenge would be reflected in everything the school does and be visible in pupil behaviour, attitude to learning and school data.
What will success look like upon implementation of this strategy? 2023-24 Staff have the skills to support pupils with their cognitive and metacognitive strategies. Targeted individual support is in place for those pupils that need additional support. PSW in place to support parents with strategies at home. 2024-25 Pupils are able to demonstrate an increase in resilience and perseverance. 2025-26 Pupils are able to self regulate and are confident in their abilities. Staff have the skills and knowledge to support pupils with understanding their own learning process.	What will success look like upon implementation of this strategy? 2023-24 Staff are trained in targeted speech and language programmes and specific pupils have access to these sessions. Staff actively plan to expose pupils to a rich vocabulary. 2024-25 Pupils are able to express their emotions and feelings with accuracy. Classrooms are rich in vocabulary and school displays support pupil's language development. 2025-26 The number of pupils accessing specific language interventions shows impact from entry. Vocabulary used across school, both in and outside of lessons is rich and varied. Pupils are able to articulate themselves well and staff are adept to support language development both academically and socially.	What will success look like upon implementation of this strategy? 2023-24 Attainment and progress across all year groups and in all core subjects has increased from 2023 data, especially for our disadvantaged pupils. Intervention support in place for targeted pupils. Support staff in all classes to support with live feedback. 2024-25 Attainment across all core subjects for pupils is within 10% of national (Y6, EYFS). Attainment in other year groups has increased from 2024 data, especially for our disadvantaged pupils. Progress in all core subjects is in line with national,(y6) especially for our disadvantage pupils. Intervention support in place for targeted pupils, though less pupils will need this outside the classroom. 2025-26	What will success look like upon implementation of this strategy? 2023-24 Staff CPD ensures staff have the knowledge and skills to ensure quality first teaching. Pastoral team in place to support specific pupils SEMH needs. Extra curricular, cultural capital activities are meaningfully planned. Attendance officer in place 2024-25 Marshlands memories fully embedded. After school clubs are varied and all pupils have accessed at least one. Staff CPD continued to ensure quality first teaching. 2025-26 Review of curriculum, involving all stakeholders, for the next 3 year plan. Further develop links between school, the community and the world of work.



		Attainment across all core subjects for pupils is within 5% of national (Y6, EYFS). Attainment in other year groups has increased from 2025 data, especially for our disadvantaged pupils. Progress in all core subjects is above with national,(y6) especially for our disadvantage pupils. Intervention support in place for targeted pupils but very few interventions will happen outside the classroom.	The needs of all pupils, both social and academically, are fully met.
How successfully is year 1 being implemented?			
Challenge 1 & Success Criteria	Review 1 Dec 2023	Review 2 Apr 2024	Final Review July 2024
Challenge 1: We recognise that the emotional regulation, confidence and resilience of many of our learners, especially our most disadvantaged, needs strengthening and supporting. Not all of our disadvantaged students have a range of cognitive and metacognitive strategies to use when they are dealing with challenging academic work or in other social situations. This is demonstrated by pupils through their behaviour and attitude to learning.			
Challenge 2: We recognise that linked to challenge one, our pupils have a language deficit, meaning a gap in vocabulary and the			



ability to manipulate language, alongside an inability to express feelings and emotions. Not all our disadvantaged pupils have a solid understand of language and meaning. This is demonstrated by pupils through their behaviour.			
Challenge 3: We recognise that school closures and new 'normals' have impacted on the widening of the disadvantage gap, resulting in learning and progress being slowed for our most disadvantaged. Not all our disadvantaged students are making progress and achieving in line with non disadvantaged pupils. This is demonstrated in data and intrinsically linked to challenges 1 and 2.			
Challenge 4: .We recognise that in order to address the emotional needs of our pupils, address a language deficit and ensure our pupils achieve at the highest level, then a highly ambitious and bespoke curriculum is needed, alongside increased attendance. This curriculum needs to ensure quality first teaching and that the whole child is developed. This will then reflect in pupil behaviour, attitudes to learning and data.			
			
How successfully is year 2 being implemented?			
Challenge & Success Criteria	Review 1 Dec 2024	Review 2 Apr 2025	Final Review Jul 2025



Challenge 1: We recognise that the emotional regulation, confidence and resilience of many of our learners, especially our most disadvantaged, needs strengthening and supporting. Not all of our disadvantaged students have a range of cognitive and metacognitive strategies to use when they are dealing with challenging academic work or in other social situations. This is demonstrated by pupils through their behaviour and attitude to learning.			
Challenge 2: We recognise that linked to challenge one, our pupils have a language deficit, meaning a gap in vocabulary and the ability to manipulate language, alongside an inability to express feelings and emotions. Not all our disadvantaged pupils have a solid understand of language and meaning. This is demonstrated by pupils through their behaviour.			
Challenge 3: We recognise that school closures and new 'normals' have impacted on the widening of the disadvantage gap, resulting in learning and progress being slowed for our most disadvantaged. Not all our disadvantaged students are making progress and achieving in line with non disadvantaged pupils. This is demonstrated in data and intrinsically linked to challenges 1 and 2.			



Challenge 4: We recognise that in order to address the emotional needs of our pupils, address a language deficit and ensure our pupils achieve at the highest level, then a highly ambitious and bespoke curriculum is needed, alongside increased attendance. This curriculum needs to ensure quality first teaching and that the whole child is developed. This will then reflect in pupil behaviour, attitudes to learning and data.			
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How successfully is year 3 being implemented?			
Challenge & Success Criteria	Review 1 Dec 2025	Review 2 Apr 2026	Final Review Jul 2026
Challenge 1: We recognise that the emotional regulation, confidence and resilience of many of our learners, especially our most disadvantaged, needs strengthening and supporting. Not all of our disadvantaged students have a range of cognitive and metacognitive strategies to use when they are dealing with challenging academic work or in other social situations. This is demonstrated by pupils through their behaviour and attitude to learning.			
Challenge 2: We recognise that linked to challenge one, our pupils have a language deficit, meaning a gap in vocabulary and the ability to manipulate language, alongside an inability to express feelings			

and emotions. Not all our disadvantaged pupils have a solid understand of language and meaning. This is demonstrated by pupils through their behaviour.			
Challenge 3: We recognise that school closures and new 'normals' have impacted on the widening of the disadvantage gap, resulting in learning and progress being slowed for our most disadvantaged. Not all our disadvantaged students are making progress and achieving in line with non disadvantaged pupils. This is demonstrated in data and intrinsically linked to challenges 1 and 2.			
Challenge 4: We recognise that in order to address the emotional needs of our pupils, address a language deficit and ensure our pupils achieve at the highest level, then a highly ambitious and bespoke curriculum is needed, alongside increased attendance. This curriculum needs to ensure quality first teaching and that the whole child is developed. This will then reflect in pupil behaviour, attitudes to learning and data.			
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How much money do we have to address the identified barriers to learning?					
	2023-24	109		2023-24	£164,688

Number of Eligible Pupils	2024-25		Total Pupil Premium Budget	2024-25	
	2025-26			2025-26	

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How will we spend this money to address the identified challenges to learning?

Identified challenges and what we hope to achieve	Approaches to be implemented Year 1 Year 2 Year 3	What evidence do we have that this approach has the potential to be successful? NB – please see separate links to all the research identified.
We recognise that the emotional regulation, confidence and resilience of many of our learners, especially our most disadvantaged, needs strengthening and supporting. Not all of our disadvantaged students have a range of cognitive and metacognitive strategies to use when they are dealing with challenging academic work or in other social situations. This is demonstrated by pupils through their behaviour and attitude to learning.	*Nurture class for identified pupils with drop in sessions available for other pupils. This will address the needs of targeted pupils. *Pastoral team to support with regulating emotions and developing pupils coping strategies, including pupil check-ins. *ELSA trained staff run sessions for targeted pupils to work on specific individual areas, to aid supporting a better mental health for pupils *Drawing and Talking sessions for targeted pupils to work on specific individual areas. *Social skills and friendship skills sessions for targeted pupils to work on specific individual areas. Interventions for pupils completed weekly by both teachers, SEN TAs and classroom TAs. Intervention plans created and monitored termly. These can be in class support with individual pupils or small group support both inside or outside the classroom or 1:1 specific work. Learning mentor support either 1:1 or small group work to address specific issues linked to self esteem, resilience, friendships and social skills. More opportunities for problem solving/open ended lessons to encourage pupils to persevere and become more resilient to trying alternative methods. It also will aid vocabulary, developing communication, peer mentoring and metacognition. PSHE sessions in class to support emotional needs and well being, CPD for staff on mental health and well being, ACES, attachment, trauma etc High quality CPD to ensure quality first teaching. Prioritise staff CPD on metacognition, self regulated learning and developing long term memory.	Social and emotional learning How education shapes mental health Behaviour strategies Early years intervention Mastery learning Collaborative learning Peer mentoring Metacognition Learning Powered School Growth Mindset Impact EEF Metacognition and self regulation High quality feedback and marking The power of wait times Parental engagement Parental engagement and mental health Student more likely to succeed if teachers have a positive perception of parents Stirling Wellbeing scale impact When the adult changes Teach Like a Champion Improving Behaviour in Schools Disadvantage Hindering Social and Emotional Development

	School PSW 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	
	*Referrals to outside agencies for specialist support when needed ie Early help, EPS, BST.	
	Review and develop a relationship policy	
We recognise that linked to challenge one, our pupils have a language deficit, meaning a gap in vocabulary and the ability to manipulate language, alongside an inability to express feelings and emotions. Not all our disadvantaged pupils have a solid understand of language and meaning. This is demonstrated by pupils through their behaviour. <i>NB please note that some approaches from challenge 1 will also feed into this challenge*</i>	Accurate baseline/assessment materials purchased to ensure accurate support and progress measures	Conversation more important than word exposure
	Interventions for pupils completed weekly by both teachers, SEN TAs and classroom TAs. Intervention plans created and monitored termly. These can be in class support with individual pupils or small group support both inside or outside the classroom or 1:1 specific work.	Oral language interventions
	Targeted CPD - reciprocal reading, SALT, vocabulary	Socio economic background and vocabulary
	Extra reading sessions with a class TA for KS1 and FSU for those pupils that are not having frequent reading at home.	Reading for pleasure increases vocabulary.
	RWI tuition for those pupils needing additional support.	30 million word gap
	Ensure all classrooms have high quality reading areas and high quality class texts read daily.	Early years intervention
	Further use the school library to develop a love a reading.	Mastery learning
	Displays around school and classrooms to be vocabulary rich.	Collaborative learning
	SALT programmes delivered by staff for those pupils in need of extra support.	Phonics/reading comprehension
	All children to be given a book for Christmas	Parental engagement
	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.	1/8 disadvantaged pupils do not own a book
	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..	Good literacy skills are crucial to close the attainment gap
	Boom Reader to engage parents in reading at home	How children learn to read
		The essential linnea ehri

	Further develop opportunities for pupils to debate and discuss ideas such as assemblies, school parliament, whole school projects.			
Budgeted Cost	2023-24		2024-25	2025-26
We recognise that school closures and new ‘normals’ have impacted on the widening of the disadvantage gap, resulting in learning and progress being slowed for our most disadvantaged. Not all our disadvantaged students are making progress and achieving in line with non disadvantaged pupils. This is demonstrated in data and intrinsically linked to challenges 1 and 2.	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, alongside aiding attainment. However, this is to aid independence and improve resilience and so developing the wait times not a learned helplessness. Wait time research is vital here.			Research to Understand Successful Strategies to Support Academically Able Disadvantaged Pupils. Assessing and Monitoring Pupil Progress. Making Best Use of Teaching Assistants. Good literacy skills are crucial to close the attainment gap How children learn to read The essential linnea ehri
	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.			
	Staff CPD on curriculum subjects, assessments etc,			
	Live feedback in lessons to reassure pupils and identify next steps immediately, in order to further challenge or consolidate understanding. This will also feed into intervention support.			
	Fluid timetables/breaks to allow teachers to adapt to the needs of the class and break early, run lessons over etc			
	Accurate baselines to ensure progress is accurate			
	Staff moderation and PPM to ensure accurate data and assessments.			
	Implement a new writing scheme.			
Budgeted Cost	2023-24		2024-25	2025-26
We recognise that in order to address the emotional needs of our pupils, address a language deficit and ensure our pupils achieve at the highest level, then a highly ambitious and bespoke curriculum is needed, alongside increased attendance. This curriculum needs to ensure quality first teaching and that the whole child is developed. This will then reflect in pupil	Marshlands Memories in place to give all pupils a variety of experiences before they leave primary school.			Social and cultural capital in educational research Cultural capital and educational achievement. Social and cultural capital in educational research Cultural capital and educational achievement. Parental engagement Early years intervention Mastery learning Collaborative learning Phonics/reading comprehension Good literacy skills are crucial. Why do white working class kids lack aspiration? Raising Aspirations
	Design a curriculum to ensure quality first teaching and that the whole child is developed			
	Range of after school clubs available that cover a range of experiences and likes. A shift away from sports clubs and parents to be invited when possible.			
	Interventions for pupils completed weekly by both teachers, SEN TAs and classroom TAs. Intervention plans created and monitored termly. These can be in class support with individual pupils or small group support both inside or outside the classroom or 1:1 specific work.			
	Children’s University links to offer experiences beyond those the school can offer. This will also link to raising aspirations.			

behaviour, attitudes to learning and data.	Further develop the outdoor learning environment to offer varied learning opportunities and to meet the needs of a variety of learning styles.	Social and emotional learning How education shapes mental health Parental engagement and mental health Student more likely to succeed if teachers have a positive perception of parents Stirling Wellbeing scale impact How education shapes mental health. Parents in England no longer see school attendance as vital Increasing school attendance WalkThrus When the adult changes Teach Like a Champion Improving Behaviour in Schools Extra Curricular Activities and Social Mobility Attendance Interventions Research to Understand Successful Strategies to Support Academically Able Disadvantaged Pupils. Making Best Use of Teaching Assistants. Learning Without Labels
	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 its own right.	
	Funded whole school experiences – pantomime, London	
	Student voice established to ensure views and concerns are heard of all pupils. This includes school council, Eco Warriors, Travel Ambassadors and young leaders.	
	Staff proactive in developing relationships with parents	
	School Parliament to further develop pupil voice and link to the world of work. Applying for roles, democracy	
	Attendance CPD to implement strategies based on research	

Budgeted Cost	2023-24		2024-25		2025-26	
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Overall Review: Did we achieve what we set out to achieve across the 3 years of this strategy (2023-26)?

Challenge & what we said success would look like	What did we spend our money on and how much did we spend?	How successful were we and to what extent did each of our chosen approaches contribute to this success?
A language deficit, meaning a gap in vocabulary and the ability to manipulate language		
Lack of resilience, perseverance and loss of school routines limits		



engagement with more challenging work or new skills		
Lack of cultural capital limits experience and inhibits access to engage with the curriculum		
Poor emotional health and well being impacts on pupils, decreasing their capacity to learn		

A full detailed spending breakdown is kept by the head teacher.

Previous Data: