

Marshlands Primary School

Pupil Premium Strategy 2020-2023

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.

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 barriers 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.

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, bubbles close and families address their own needs following the pandemic.

Pupil Premium Champion Stacey Tang			Pupil Premium Governor Geraldine Massey		
Number of Pupil Premium pupils on roll	2020-21	283	Pupil Premium as percentage of roll	2020-21	38%
	2021-22	290		2021-22	40%
	2022-23	294		2022-23	40%

What have we identified as the key internal & external barriers to learning?			
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Barrier 1 A language deficit, meaning a gap in vocabulary and the ability to manipulate language	Barrier 2 Lack of resilience, perseverance and loss of school routines limits engagement with more challenging work or new skills	Barrier 3 Lack of cultural capital limits experience and inhibits access to engage with the curriculum	Barrier 4 Poor emotional health and well being impacts on pupils, decreasing their capacity to learn.
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What do we ultimately want to achieve? There will be no difference in the understanding or use of vocabulary between pupils of a similar	What do we ultimately want to achieve? A school culture exists whereby all pupils recognise mistakes as a vital aspect of learning, creating the confidence to experiment, explore	What do we ultimately want to achieve? Regardless of background, all pupils possess rich and varied experiences and inspirations from which to fully engage with all aspects of the curriculum.	What do we ultimately want to achieve? A school culture exists where the whole child is developed and cherished, regardless of background

age/ability, regardless of background.	and persevere without a fear of failure.		
What will success look like upon implementation of this strategy? 2020-21 KS2 reading and writing data for disadvantaged pupils increased on previous data. 2021-22 reading and writing data for disadvantaged pupils within 10% of non disadvantaged pupils. 2022-23 KS2 reading and writing data for disadvantaged pupils will be in line with non disadvantaged pupils.	What will success look like upon implementation of this strategy? 2020-21 Teachers report tangible improvements in perseverance and improved resilience. 2021-22 combined outcomes see overall improvements reflecting increased engagement and perseverance. 2022-23 combined results for disadvantaged pupils within 10% of non disadvantaged.	What will success look like upon implementation of this strategy? 2020-21 Writing outcomes for non disadvantaged pupils increase on previous data. 2021-22 100% of all disadvantaged pupils attend at least one after school club and fully participated in the Marshlands Memories (Covid dependent) 2022-23 Writing data for disadvantaged pupils will be in line with non disadvantaged pupils.	What will success look like upon implementation of this strategy? 2020-21 Increase in pupils positive mental health measurable in the Stirling or Boxall scale. 2021-22 At least 5% reduction in behaviour plans/BST referrals and mental health referrals, from the previous year, with 100% of pupils on behaviour plans achieving at least two targets. 2022-23 Full pastoral mental health support available for all pupils and their families
How successfully is year 1 being implemented?			
Barrier & Success Criteria	Review 1 Dec 2020	Review 2 Apr 2021	Final Review July 2021 NB: school saw bubbles closed this term and also an additional whole school week closure to create a circuit breaker.
Barrier 1: A language deficit, meaning a gap in vocabulary and the ability to manipulate language	BPVS assessment, Renfrew Language Scales purchased and in place, to ensure accurate assessment of language gaps/issues.	National school closures Jan 2021 until 8.3.21. This only left 3 weeks of the spring term. Data was not collected as the time was taken to reintroduce pupils to school, identify gaps, address	Further SALT training and the creation of resources for every SALT programme has ensured not only that support takes place but that it is supported by additional classroom staff. This ensures the skills

<i>KS2 reading and writing data for disadvantaged pupils increased on previous data.</i>	SALT programmes in place and SALT CPD undertaken, ensuring all pupils that need additional support received high quality , targeted intervention. School library relaunched and books purchased, ensuring access to a wide range of language only accessible in books. All pupils received a book for Christmas, again ensuring access to language only used in books. There is an understanding that despite best intentions, everyday language does not cover the same language exposure as books. Daily class stories in all classes to ensure a wide range of vocabulary is heard and discussed. Additional staff in FSU and KS1 adults for additional reading ensuring those pupils unable to read at home do not fall behind or are disadvantaged. P4C sessions in place to allow pupils to speak and debate. It also introduced vocabulary such as: clarify, agree, disagree. F2 signed up to NELI to reduce the language gap and further develop staff knowledge on language and language development. Talk Boost training undertaken to ensure the F1 pupils have vocabulary support from the start of school. <i>Reading data shows FSU/KS1 PP to be within 10% of NPP. KS2 data show the</i>	concerns and focus on the SEMH aspect of missed learning.	developed are maintained. Sessions also continued online during bubble closures. Class storied and home reading continued to further develop language exposure. Additional reading for those in need also continued to ensure gaps were addressed and pupils not disadvantaged by being unable to read at home. Further KS2 guided reading books purchased, to target vocabulary and support a love of reading. NELI continued but the full programme will not have been completed due to school closures. Guidance has been sought on this and will be followed. Talk Boost continues in F1 to support pupils language at the earliest opportunity. <i>Reading data shows:</i> -30% against NPP in Y1 - No gap in Y2. -27% against NPP in Y3. -28% against NPP in Y4 -35% against NPP in Y5 -9% against NPP in Y6 <i>Writing data shows:</i> -21% against NPP in Y1 - No gap in Y2 - No gap in Y3 -20% gap against NPP in Y4 +6*% against NPP in Y5 - No gap in Y6
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	gap between PP and NPP to be within 15% Writing data shows FSU PP and NPP inline. KS1 data shows the gap to be within 10%. KS2 data shows the gap between PP and NPP to be within 20%.		Maths data shows: -14% against NPP in Y1 -13% against NPP in Y2 -11% against NPP in Y3 -14% against NPP in Y4 -25% against NPP in Y5 -15% against NPP in Y6
Barrier 2: Lack of resilience, perseverance and loss of school routines limits engagement with more challenging work or new skills <i>Teachers report tangible improvements in perseverance and improved resilience.</i>	Nurture class established to ensure SEMH needs are met and prioritised alongside academic support. All phases have at least one additional adult not classroom based for additional interventions, to ensure access for all pupils while maintaining bubble integrity. Intervention plans created and analysed, ensuring all pupils in need of additional support (either SEMH or academic) receive it. Intervention sessions undertaken by class teachers, support staff and HLTAs, ensuring high quality support with appropriately trained staff. Learning mentor sessions for pupils that need additional emotional support. This ensures the whole child is supported. Feedback policy adapted and all pupils receive live feedback as their main form of marking. This increases the level of understanding as feedback and clarifications are instant and not the next day. It also allows for timely and swift intervention the same day. Fluid timetables in place but due to Covid restrictions, breaks need to be timetabled. This allows staff to		Nurture class moved to KS1 to ensure all pupils have access to the provision to support SEMH. SEMH bubble support reshuffled to support access to different support ie ELSA, nurture. This ensures bubble integrity, yet also targeted needs for SEMH. 6 staff trained in drawing and talking therapy. This was not planned for this academic year but became a clear need when looking at the issues pupils faced. Training has been undertaken ready to implement 21/22. Review of this barrier has also identified that a pastoral support team is needed in 21/22. Intervention sessions continued by a wide variety of staff, based on staff training and bubbles. This ensured high quality, targeted support. Feedback continued to be live and allowed for same day intervention. This slotted with flexible timetables, ensuring pupils had a secure understanding before moving on. Open ended challenges and investigations continued, linked to the research on how pupils learn and retain

	extend/shorten sessions according to need to ensure solid understanding of subjects before moving on. Open ended challenges and enquiries in place in all classes. This develops thinking, vocabulary, group work and aids retaining information; as pupils are finding out for themselves rather than being told. Metacognition and long term memory training attended and shared with staff. This has ensured staff are aware of how pupils learn in order to plan lessons that will support retention of information. Pupils are completing more work and resilience is improving. This is reflected in the behaviour records and work completed in books.		information. This has resulted in pupils remembering more and able to make those connections to the wider world and prior knowledge. Teachers report pupils struggling with resilience and routines following lockdown and school bubble closures. CPD has been undertaken and a pastoral support team will be in place for the next academic year. The behaviour policy has been reviewed to address the issues identified on return to school. Small tweaks have been made for this school year and a full review will take place, ready to implement in 21/22. This is based on the work of Paul Dix.
Barrier 3: Lack of cultural capital limits experience and inhibits access to engage with the curriculum <i>Writing outcomes for non disadvantaged pupils increase on previous data.</i>	After school clubs ceased inline with government guidelines. Panto streamed to all classes to give some normality and opportunity to access a wider curriculum. Break out spaces created for individual pupils. This ensures individual needs are met secure and not breaking bubbles. Range of CPD undertaken to develop staff knowledge, reflect on current research, inform teaching practice. This allows an exciting and engaging curriculum to be planned. First News purchased to offer pupils access to the wider world, yet also develop language skills. Children University bags sent to y6. These supported mental health.		After school clubs still ceased in line with guidance. Trips, visitors etc also ceased due to guidance. Nature friendly schools is now an active programme within school and will continue 21/22. This will give a range of outdoor experiences (which is allowed under the current guidance). It will also inform Hull University research on learning outdoors and the impact on mental health. Writing data shows: -21% against NPP in Y1 - No gap in Y2 - No gap in Y3 -20% gap against NPP in Y4 +6*% against NPP in Y5

	Writing data shows FSU PP and NPP inline. KS1 data shows the gap to be within 10%. KS2 data shows the gap between PP and NPP to be within 20%.		No gap in Y6
Barrier 4: Poor emotional health and well being impacts on pupils, decreasing their capacity to learn <i>Increase in pupils positive mental health measurable in the Stirling or Boxall scale.</i>	ELSA sessions in place for pupils for identified pupils to ensure SEMH is addressed and not just academic support. PSA supporting families with a wide range of issues. This ensures good links between home and school and also aids supporting the pupils in targeted support through DVAP, YFS etc. Jigsaw purchased for PSHE to ensure statutory requirements are met and staff are confident in teaching RSE and mental health. Attendance officer monitoring families and EWO advice sought. This ensures attendance is still an expectation and those struggling are able to receive support – phased returns, covid system reviews etc. Range of CPD undertaken by staff (see CPD file) to ensure staff are aware of SEMH and mental health. Without addressing this, pupils may not be ready to learn. YMHFA training ensuring support available for both pupils and staff on mental health Staff communication in place via Dojo. This allows parents to still communicate with staff, despite not being able to attend the school site. This system		ELSA sessions moved bubbles to ensure all pupils had the opportunity to access this support. PSA support continued and also included home visits to further support families and ensure systems were in place and external support provided. Jigsaw sessions fully embedded, supported pupil mental health. Consultation with parents also ensured parents were aware of the units their child would cover and were able to contribute their thoughts. Attachment and trauma training undertaken by all school staff. This ensures staff are aware of how learning is impacted and have a range of strategies for this. <i>Nurture Boxall profiles shows clear progress and many pupils phased back into class.</i>

	means that staff are more accessible to parents than ever. School pupil roles not established due to not mixing of bubbles. Nurture Boxall profiles completed show clear progress.		
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How successfully is year 2 being implemented?

Barrier & Success Criteria	Review 1 Dec 2021	Review 2 Apr 2022	Final Review Jul 2022
Barrier 1: A language deficit, meaning a gap in vocabulary and the ability to manipulate language <i>Reading and writing data for disadvantaged pupils within 10% of non disadvantaged pupils.</i>	FSU baseline shows 16.1% of pupils on track for literacy and 48% for communication. Reading data, in most classes, within 10% of 20/21. 29 pupils receiving SALT support. Action: SALT CPD and additional staff needed, reading focus in FSU, additional reading support whole school.	F2 data shows 52% of pupils are on track for literacy and 71% on track for communication and language. 31 pupils are accessing SALT. Several more are yet to be assessed but referrals have been submitted. Reading data in all but one year group, shows improvement in data since the autumn term. However PP data is still below that on non PP. English Hub Audit to review RWI. Action: Support in y3 for reading. Investigate further opportunities for reading. To look at splitting reading into guided reading and reading for pleasure to allow for more targeted support.	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.
Barrier 2: Lack of resilience, perseverance and loss of school routines limits engagement with more challenging work or new skills <i>Combined outcomes see overall improvements reflecting increased engagement and perseverance.</i>	Baselines show significant gaps in both academic and SEMH needs. Action: CPD for staff (metacognition/ resilience)	Metacognition training undertaken by staff alongside attachment training to aid understanding. Action: to achieve trauma informed school award.	Bronze trauma informed school award achieved. Action: To look at the silver award and identify CPD to support staff with further developing their own knowledge.

Barrier 3: Lack of cultural capital limits experience and inhibits access to engage with the curriculum <i>100% of all disadvantaged pupils attend at least one after school club and fully participated in the Marshlands Memories (Covid dependent)</i>	11 different after school clubs offered, with 5 not being sports based. Y2 pupils attending a visit to Elvington Air Field. Writing data for KS1 shows an increase from 20/21. KS2 is mainly within 15% of 20/21. Action: Review after school clubs and clash with tuition. Review of writing whole school.	7 different after school clubs with 3 not sport based. Writing data generally declined in all year years since last term. However, the gap between PP and NPP is mainly within 15%. Action: To look at whole school writing systems and create a writing lead as opposed to English.	Writing data for PP only increased or remained the same since the previous term for PP in 3 year groups. However, writing is a whole school issues and most pupils and year groups data have decreased. 11 after school clubs on offer, 5 of which were not sport based.
Barrier 4: Poor emotional health and well being impacts on pupils, decreasing their capacity to learn <i>At least 5% reduction in behaviour plans/BST referrals and mental health referrals, from the previous year, with 100% of pupils on behaviour plans achieving at least two targets.</i>	6 pupils have had ELSA, 4 pupils have had Drawing and Talking, 6 Y6 pupils nurture and 12 pupils have regular pastoral check ins. Action: Further extend pastoral team and additional ELSA staff needed.	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. Action: Staff placed on the ELSA training waiting list.	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 and allocated places to work.



How successfully is year 3 being implemented?

Barrier & Success Criteria	Review 1 Dec 2022	Review 2 Apr 2023	Final Review Jul 2023
Barrier 1: A language deficit, meaning a gap in vocabulary and the ability to manipulate language <i>Reading and writing data for disadvantaged pupils will be in line with non disadvantaged pupils.</i>	Writing data in years 1/3/4 a concern. However, year 6 are trialing a new writing system this term. This will implemented in year 4 in the spring term. PP behind NPP in all areas. Libraray relaunched and reading data while not narrowing the gap	Writing data in all year groups but Y5 have remained the same since the autumn term of have improved. Reading data in all but y4 have remained the same or improved since Last term.	Writing data in all year groups but y3 improved from the autumn term. Reading data other than y2 and y4 improved from the autumn term. PP in reading and writing were below NPP in all year groups.

	between PP & NPP, it is one of the starngest subjects overall. Action from 21/22 – more staff trained in SALT. Additional training has been givem.	Gaps bigger that 10% between PP/NPP in reading in Y1, Y2 and in writing in Y1, Y2, Y5 and Y6 Action from autumn: Additional SALT training taken place. Y4 trialled new writing scheme Next Action: Launch whole school writing scheme to begin the summer term.	Action from spring: whole school launch of new writing scheme, following in house training. Next action: Whole school formal CPD for new writing scheme. To purchase additional Lexia reading intervention licences.
Barrier 2: Lack of resilience, perseverance and loss of school routines limits engagement with more challenging work or new skills <i>Combined results for disadvantaged pupils within 10% of non disadvantaged.</i>	Combined data not within 10% of NPP in any subject or year group. However, the impact of Covid is clear and significant SEMH support has had to be addressed before pupils have been ready to learn. Staff are now noticing pupils being in the right place to learn. Action from 21/22 – CPD to suuport staff knowledge. Impact of Covid research shared with staff.	Combined data within 10% in Y3 and nearly in Y4. Other than Y5, combined data in all year groups has remained the same as the autumn term or improved. Action from autumn: CPD underatken on long term memory and low stakes testing. Covid impact on PP shared with teaching staff. Next Action: as writing is the lowest area, it is hoped the new scheme will impact.	Combined data within 10% in all but y2 and y3. Hovever progress is there. Next Action: Launch new writing scheme, following official training as this is the lowest area.
Barrier 3: Lack of cultural capital limits experience and inhibits access to engage with the curriculum <i>Writing data for disadvantaged pupils will be in line with non disadvantaged pupils.</i>	Wrtiting data is not in line, nor closing but recent research highlights experiences do not always impact on attainment. This was therefore moved to focus on experiences for ‘life’ with no expection on impact on attainment. This is refelected in the PP 2023 stratgey. Action from 21/22-further develop after school clubs. New clubs	Writing data in Y3 and Y4 only are in line between PP/NPP. Action from autumn: new clubs implemented and the school parliamnet are leading on these. Next Action: Relaunch the Marshlands Memories.	Writing data in y1 and y5 between PP/NPP not inline Other year groups are within 10%.. Action from spring: Marshlands Memories relaunched and all classes achieved at least 2. Next Action: Allocate additional funds to extend the experiences school can offer.

	implemented such as mini first aid, led by outside companies.		
Barrier 4: Poor emotional health and well being impacts on pupils, decreasing their capacity to learn <i>Full pastoral mental health support available for all pupils and their families</i>	Full pastoral team in place but referrals to outside agencies for primary pupils has ceased. ACES and attachment training day planned for spring. Actions from 21-22. Further develop the pastoral team to increase capacity. Budget restraints have meant that the team cannot be extended. However, timetable to make maximum impact has been tweaked.	SEMH continues to remain high with increasing numbers of parents wanting support. Action from Autumn: GP now ELSA trained. Next Actions: Parents to undertake Family Links before outside agency referrals will be made.	SEMH remains high but additional ELSA staff has eased the wait times. Action from spring: Family links prerequisite shared with parents. Next action: Investigate formal SEMH external support for pupils.

How much money do we have to address the identified barriers to learning?					
Number of Eligible Pupils	2020-21	109	Total Pupil Premium Budget	2020-21	£164,365.00 Plus £7924.67 cf from 19/20
	2021-22	109		2021-22	£159, 940 (including £15,370 Recovery premium)
	2022-23			2022-23	
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How will we spend this money to address the identified barriers to learning?					

Identified barrier 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?
A language deficit, meaning a gap in vocabulary and the ability to manipulate language	Accurate baseline/assessment materials purchased to ensure accurate support and progress measures	Conversation more important than word exposure Oral language interventions Socio economic background and vocabulary Reading for pleasure increases vocabulary. 30 million word gap Early years intervention Mastery learning Collaborative learning Phonics/reading comprehension Good literacy skills are crucial Parental engagement 1/8 disadvantaged pupils do not own a book Good literacy skills are crucial to close the attainment gap How children learn to read The essential linnea ehri
	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. Cont y2 &y3	
	Targeted CPD - reciprocal reading, handwriting, SALT Cont y2 &y3	
	Extra reading sessions with a class TA for KS1 and FSU for those pupils that are not having frequent reading at home. Cont y2&3	
	Chatta intervention programme to be purchased to address aspects of speech and language. Cont y2	
	Ensure all classrooms have high quality reading areas and high quality class texts read daily. Cont y2 & y3	
	Further use the school library to develop a love a reading. Cont y2&y3	
	P4C sessions in all classes to develop vocabulary and the pupils ability to express opinions. Not continued Y2 – Jigsaw instead	
	SALT programmes delivered by staff for those pupils in need of extra support. Cont y2 &y3	
	All children to be given a book for Christmas Cont y2&y3	
	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. Cont y2 &y3	
	Take part in the NELI programme in F2 Cont y2 Stopped Y3 to focus on Talk Boost	
	Talk Boost training for F1 staff Cont y2 Cont Y3	
	Targeted staff CPD - ie reciprocal reading, handwriting, SALT, phonics, language and communication.	
	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.. Cont y3	

	Boom Reader to engage parents in reading at home					
Budgeted Cost	2020-21	£70,000	2021-22	£25,000	2022-23	
Lack of resilience, perseverance and loss of school routines limits engagement with more challenging work or new skills	Nurture class for identified pupils with drop in sessions available for other pupils . This will address the needs of targeted pupils. Cont y2 &y3				Social and emotional learning	
	Growth Mindset lessons and assemblies to aid support making mistakes and changing the mindset of pupils Cont y2 &y3				How education shapes mental health	
	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. Cont y2 &y3				Behaviour strategies	
	Learning mentor support either 1:1 or small group work to address specific issues linked to self esteem, resilience, friendships and social skills. Cont y2 &y3				Early years intervention	
	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. Cont y2 &y3				Mastery learning	
	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. Continued in Y2 &3				Collaborative learning	
	Fluid timetables/breaks to allow teachers to adapt to the needs of the class and break early, run lessons over etc Continued in Y2 &3				Phonics/reading comprehension	
	Implement Learning Powered School/Building Learning Power strategies.				Good literacy skills are crucial.	
	Staff CPD on metacognition, self regulated learning and developing long term memory.				Peer mentoring	
	High quality CPD to ensure quality first teaching. Prioritise staff CPD on metacognition, self regulated learning and developing long term memory.				Metacognition	
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.				Learning Powered School		
				Growth Mindset Impact		
				EEF Metacognition and self regulation		
				High quality feedback and marking		
				The power of wait times		
				One to One Tuition		

	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.					
	1:1 Tuition for targeted pupils . Covid recovery funded used for the additional funding costs.					
Budgeted Cost	2020-21	£65,000	2021-22	£80,000 (plus 1:1 difference)	2022-23	
Lack of cultural capital limits experience and inhibits access to engage with the curriculum	Marshlands Memories in place to give all pupils a variety of experiences before they leave primary school. Continued in Y2 &3			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		
	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. Continued in Y2 &3					
	Design a curriculum to meet the needs of all pupils through engaging topics, wow days, enterprise events and enrichment activities. . Cont Y2 & 3					
	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. Continued in Y2 &3					
	Children’s University links to offer experiences beyond those the school can offer. This will also link to raising aspirations.					
	Further develop the outdoor learning environment to offer varied learning opportunities and to meet the needs of a variety of learning styles. Continued in Y2 &3					
	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					
Budgeted Cost	2020-21	£20,000	2021-22	£20,000	2022-23	
Poor emotional health and well being impacts on pupils, decreasing their capacity to learn	ELSA trained staff run sessions for targeted pupils to work on specific individual areas, to aid supporting a better mental health for pupils. Cont Y2 & 3			Social and emotional learning How education shapes mental health Parental engagement		

	Nurture class for identified pupils with drop in sessions available for other pupils. This will address the needs of targeted pupils. . Cont Y2 &3			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.		
	Learning mentor support either 1:1 or small group work to address specific issues linked to self esteem, resilience, friendships and social skills. . Cont Y2&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. . Cont Y2 Additional hours from year 3 due to additional support needed					
	PSHE sessions in class to support emotional needs and well being. . Cont Y2 &3					
	Attendance officer to support pupils attend school. . Cont Y2&3					
	CPD for staff on mental health and well being. . Cont Y2 &3					
	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 Continued in Y2 &3					
	Full pastoral team established to ensure SEMH needs are met. This will involve: a nurture class, ELSA, learning mentor, Drawing and Taking Therapy, 1:1 check ins, on call pastoral staff for one off or short term support developing social skills and routines, etc					
	Targeted CPD for staff on mental health and well being, ACES, attachment.					
	School Parliament formed 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	2020-21	£25,000	2021-22	£30,000	2022-23	
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Overall Review: Did we achieve what we set out to achieve across the 3 years of this strategy (2020-23)?						
Barrier & 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:

Reading, Writing, Maths Combined KS2	2017	2018	2019
School	60%	61%	74%
National	61%	64%	65%

KEY STAGE 2	READING ATTAINMENT		READING PROGRESS		WRITING ATTAINMENT		WRITING PROGRESS		MATHS ATTAINMENT		MATHS PROGRESS		GPS ATTAINMENT	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2019	2019
	ARE+	ARE+	Progress	Progress	ARE+	ARE+	Progress	Progress	ARE+	ARE+	Progress	Progress	ARE+	ARE+
School All	64%	74%	-0.28	-0.12	82%	95%	+3.5	+1.69	83%	100%	+3.3	+1.77	72%	95%
National All	75%	73%	0	0	78%	78%	0	0	75%	76%	0	0	77%	78%
School Disadvantaged	50%	67%	-1.02	-0.57	75%	92%	+3.2	+1.2	67%	100%	+0.6	+1.57	58%	92%
Nat Other	64%	71%		+0.32	67%	83%		+0.28	64%	84%		+0.37	67%	83%
School Boys	69%	50%	+0.3	-0.44	75%	83%	+1.6	+2.79	81%	100%	+0.32	+5.03	69%	83%
National Boys	71%	69%	+0.14	-0.54	72%	72%		-0.73	75%	100%	+5.1	+0.73	73%	74%
School Girls	58%	85%		+0.03	92%	100%	+5.8	+1.18	83%	100%		+0.26	77%	100%
National Girls	79%	78%	-0.82	+0.62	84%	85%		+0.82	76%	100%	1.0	=0.69	82%	83%
AVERAGE SCALED SCORE	101	104							104	106			102	108

KEY STAGE 1	READING		WRITING		MATHS	
	2018	2019	2018	2019	2018	2019
	ARE+	ARE+	ARE+	ARE+	ARE+	ARE+
School All	81%	44%	69%	32%	58%	37%
National All	75%	75%	70%	69%	76%	76%
School Disadvantaged	75%	45%	69%	27%	50%	27%
National Other	62.5%		55%		63.9%	
School Boys	80%	40%	76%	20%	64%	28%
National Boys	71%	71%	63%	63%	75%	75%
School Girls	82%	50%	54%	50%	45.5%	50%
National Girls	80%	79%	77%	76%	77%	77%

Phonics Screening	2017	2018	2019
% Passing screening check school Y1	74%	69%	69%
% Passing national Y1	82%	82.5%	81.9%
% Passing screening check school Y2	82%	94.4%	73.2%
% Passing national Y2 (Cumulative)	92%	91.4%	91.4%

EYFS	2017	2018	2019
% Reaching GLD school	57%	60%	62.5%
% Reaching GLD national	70.6%	71.6%	71.8%