

Pupil premium strategy statement

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	255 inc F1
Proportion (%) of pupil premium eligible pupils	99 pupils (41%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	24-25
Date this statement was published	December 24
Date on which it will be reviewed	August 25
Statement authorised by	FGB
Pupil premium lead	Stacey Tang
Governor / Trustee lead	Shaun Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151, 610 £1459 (EYPP)
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	0
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>	£153,069

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.
- 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 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. We have used the recovery curriculum by Prof Barry Carpenter as a starting point for this. 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.

Challenges

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

Challenge number	Detail of 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
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 and the school's data.
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.
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.

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
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.	Pupils are able to demonstrate an increase in resilience and perseverance.
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	Pupils are able to express their emotion sand feelings with accuracy. Classrooms are rich in vocabulary and school displays support pupil's language development.

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.	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
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	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.

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. A full list of all research links is also available on the school website. Below are the headings only, to then use to identify the research used to support the approach.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £80,000 (approx. 50%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
All classes to have a full time support staff member, to allow for	-High quality feedback -Review of feedback strategies -Effective use of support staff	1,2,3,4

interventions and targeted scaffolding within class. This will give a sense of achievement and success and allow support quality first teaching.	-Waiting for answers to questions -Metacognition and self regulation	
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	-High quality feedback -Review of feedback strategies	1,2,3,4
High quality CPD to ensure quality first teaching. Prioritise staff CPD on feedback, retrieval practice, reading comprehension, phonics, and mastery learning	-Mastery learning -Peer tutoring -Collaborative learning -Reading comprehension -Phonics -Impact of quality first teaching --Maths Teaching Findings -Maths tipping point -Attainment grouping -Staff CPD	2,3
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.	-Effective professional development -Physical activity may help close the wealth gap in school attainment -Strategies to support disadvantaged pupils -Monitoring disadvantaged Pupils -Challenges in education for disadvantaged pupils -Social and Cultural Capital in Educational Research -Cultural Capital and Educational Achievement -Disadvantaged progress in social and emotional health -Social and emotional learning -How education shapes mental health -The Learning Powered School	1,2,3,4

We also acknowledge that research can show experiences do not always raise attainment. However, 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: £35,000 (approx. 25%)

Activity	Evidence that supports this approach	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	-Metacognition, rewarding environments and early intervention supports disadvantaged pupils to succeed	3,4
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.	-Metacognition in the Early Years	3,4
Additional staff will also ensure that specific programmes , which cannot take place	-Effective use of support staff	1,2,3,4

inside the classroom, can take place without impacting on teacher/pupil ratios		
Targeted staff CPD - ie reciprocal reading, handwriting, SALT, phonics, language and communication	-Phonics -Reading comprehension	2,3,4
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..	-30 million word gap -Reading for pleasure improves children's vocabulary -One in eight disadvantaged pupils in the UK don't own a single book (National Literacy Trust, 2017) -The correlation between socio economic background, vocabulary and conduct (Sutton Trust, 2010) -Reading comprehension -How children learn to read -Reasons why reading aloud matters	2,3,4
SALT sessions run by school staff, following set programmes. This will ensure transferral of skills, support attendance and address the individual areas identified.	-Oral language interventions -Conversation more important than word exposure for literacy and language development (University of Pennsylvania, 2018) -Speech and Language in early years	2,3

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

Budgeted cost: £35,000 (Approx 25%)

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	-Effective professional development -Growth Mindset -Social and emotional learning -How education shapes mental health -Stirling Wellbeing scale impact	1,4

Taking Therapy, 1:1 check ins, developing social skills and routines, etc		
Targeted CPD for staff on mental health and well being, ACES, attachment.	-Social and emotional learning	1,2,4
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	-Students More Likely to Succeed If Teachers Have Positive Perceptions of Parents -Parental Engagement -Parental engagement and mental health	1,2,4
Implement Walkthurs and school Playbook to support with consistent expectations, routines and well being	-Behaviour strategies	1,4
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	3,4
Range of after school clubs available that cover a variety of experiences and likes. This includes a shift away from mainly sports clubs and parents to be invited when possible.	-Parental Engagement -After School Clubs	4
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	-Social and Cultural Capital in Educational Research -Cultural Capital and Educational Achievement -Raising Aspirations -Why do working class kids lack aspiration?	4

challenges identified and not a challenge in it's own right.		
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Total budgeted cost: £ 155,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Internal data highlights that more disadvantaged pupils accessed after school clubs in 23/24. There is also an increase in disadvantaged pupils having successful pastoral support.

EYFS GLD		
School disadvantaged	33.3%	Difference of 34.1% in school and 18.7% between school and national for disadvantaged. However, this cohort had 3 EHCP pupils included within this data, all of which are PP. PP GLD in 22/23 was 20% and therefore this has increased in 23/24. Generally the gap between school and national is closing. This is despite the pupils continuing to enter school much lower than national expectations.
School non disadvantaged	68.4%	
School average	57.1%	
National disadvantaged	52%	
National non disadvantaged	70.4%	
National average	67.7%	
Phonics		

Y1	75% (6/8)	One of the pupils missed out on the pass mark by 2. Both pupils continue to have phonics in Y2.
Y2	60% (3/5)	The 2 pupils who did not pass are also SEN pupils and had made progress in their test scores from Y1. The continue to access phonics in y3.
KS2 RWM		
School disadvantaged	20%	A thorough analysis has been undertaken by both SLT and governors on the impact of the maths data.
School Non disadvantaged	50%	
School average	37%	
National disadvantaged	48.6%	
National Non disadvantaged	76.6%	
National average	60.6%	

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium

KS2 Whole cohort	Reading		Writing		Mathematics		GPS		All 3	
Below/Absent	1	3%	2	7%	1	3%	1	3%	0	0%
Working Towards	11	37%	6	20%	15	50%	8	27%	19	63%
Expected	15	50%	20	66%	13	44%	14	47%	10	34%
Greater Depth	3	10%	2	7%	1	3%	7	23%	1	3%
Expected +	26	60%	22	73%	14	47%	21	70%	11	37%
National Expected+	74%		72%		73%		72%		61%	

(or recovery premium) to fund in the previous academic year.

Programme	Provider

Further information (optional)

- 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, Sports Squad..*
- 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, alongside a school library funded through previous PP years.*