

Pupil premium strategy statement

School overview

Detail	Data
School name	Marsh Lane Primary School
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	26 18.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	A Bramley
Pupil premium lead	Emily McKinnon
Governor / Trustee lead	Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38.090
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38.090

Part A: Pupil premium strategy plan

At Marsh Lane Primary School, we have exceptionally high expectations for all pupils which encourage and support them to excel in their academic work and other aspects of their learning journey, reaching their potential. Our aim is to use the funding to achieve and sustain positive outcomes for our disadvantaged children. We offer a rich, relevant, broad and balanced curriculum which offers them the foundation for life in a diverse, ever-changing and diverse world.

It is our intent that the curriculum, and the teaching and learning within it meets the needs of all pupils, regardless of their ability or background.

Providing additional support through a school that closes a disadvantaged gap is fundamental to our goal of all our children leaving school meeting their full potential.

- an ability to reflect, discuss, evaluate and think critically
- an ability to be an engaged and effective life-long learner
- respect and tolerance for themselves and others
- enhanced understanding and knowledge of the world, both locally and globally
- an understanding of how one's own character and social, cultural, spiritual and moral development are key to becoming active and useful members of society.

Our priorities are as follows:

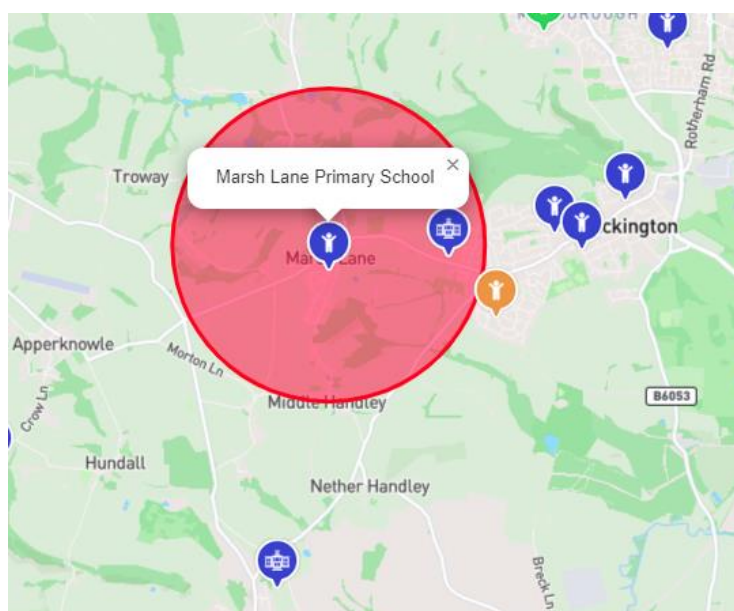
- Ensuring all pupils receive quality first teaching each lesson.
- Closing all attainment gaps between disadvantaged and their peers
- Providing targeted academic support for pupils who are not making expected progress.
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Narrow the attainment gap between disadvantaged pupils and their peers, when compared to national data.
- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts.
- Ensure all pupils are able to read fluently, with good understanding, to enable them to access the breadth of the curriculum.
- Extend pupils' vocabulary and strengthen their phonics in order to ensure they make rapid progress in reading and the wider curriculum
- Ensure all pupils attend school regularly.
- Ensure all pupils have access to a wide range of opportunities to develop their knowledge and understanding of the world.

- Ensure all pupils have access to pastoral and academic support

Following the guidance of the Education Endowment Foundation, we adopt a tiered approach to our expenditure, which prioritises quality first teaching, ensuring an effective teacher is in front of every class, and that every teacher is supported with appropriate CPD to keep on improving. Where pupils are at risk of falling behind and not making at least expected progress from their key stage 1 starting points, school implements a range of targeted academic support in order to ensure disadvantaged pupils move back on track.

Demography and School Context

Marsh Lane Primary school is a small village school located in S21 5RS. The area around Marsh Lane Primary School has a mixed socioeconomic population, showing a commitment to serving a diverse and inclusive community. It is located in the civil parish of [Eckington](#) in North-East [Derbyshire](#), England and It is 6 miles north east of [Chesterfield](#) and on the boarder to the City of Sheffield.



Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

The range of provision may include, but would not be limited to:

- Allocation of experienced teaching assistants to each class to support groups in overcoming gaps in learning.
- 1:1 Support
- Additional teaching and learning opportunities provided through other external agencies.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote good learning behaviours. (Linking to the 'Attachment Aware' school accreditation).
- Subsidise educational visits and residentials ensuring children have first hand experiences to use in their learning in the classroom.
- To enable the children to sing in a choir across South Yorkshire & Derbyshire (Young Voices)
- Supporting children to have access to a nutritional breakfast.
- Providing book bags to new starters

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Poor emotional wellbeing – factors such as low self-esteem and lack of confidence which is resulting in weak language and communication skills.
2	Widening academic gap.
4	Attendance and punctuality issues – frequent ill health, unauthorised holidays or days out of school.
5	Additional needs such as ADHD, dyslexia or Mild Learning difficulties.
6	Cultural capital deficit, leading to narrow vocabulary knowledge in speaking, reading comprehension and writing - Children's experiences and understanding of the world (including other cultures and beliefs) are limited due to context and environmental factors. This has the potential to impact on academic progress in all curriculum areas due to limited acquisition of a broader range of vocabulary and availability of quality texts outside the school.

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
Improved attainment across the curriculum for disadvantaged pupils	100% of pupil premium pupils make better or expected progress from their KS1 starting points compared to none disadvantaged pupils narrowing the gap by a minimum of 8% in reading, writing and SPAG compared to national.
Increase rate of progress for pupils as having SEND.	SEND PP children to make increased rates of progress which will be measured through formative and summative assessments.
Reduce the ??% of Persistently absent children	Use Solihull parents theory and practice. 100% of children attending school, supported by parents.
Pupils and families with identified social, emotional, mental health or health needs are supported by school staff so that the needs are removed and/or alleviated.	Pupil Premium pupils to make better or expected progress from their KS1 starting points and achieve in line with none disadvantaged. Pupil Premium pupils at Marsh Lane Primary School will outperform national average data for attainment and progress both at the expected and at the higher standard. Provision of family support worker is impacting positively upon attendance disadvantaged pupils and reducing the rates of persistent absenteeism. Improve and sustain an upward trend in: Reading – Writing – Maths – SPAG -
All pupils achieve attendance at 93% or above (unless an exceptional circumstance) and pupil premium attendance is at least in line with all pupils, if above 93%	Termly analysis of attendance data shows disadvantaged pupils are in line with this target. A pro-active and personalised approach is implemented with the family support worker, ensuring attendance is brought back into line where targets have not been met.
Speech and Language strategies are embedded in all teaching, across the curriculum, supported by the explicit teaching of modelling of these strategies. Pupils are able to self-regulate emotions	Monitoring shows a range of speech and language strategies are embedded within class teaching. Pupil Premium pupils at Marsh Lane Primary School will outperform national average data for

and develop effective learning strategies, allowing them to be independent learners who are resilient and relish a challenge. Pupils are able to apply a range of collaborative skills with confidence in order to work towards a collective goal.	attainment and progress both at the expected and at the higher standard. Pupil voice will indicate that disadvantaged pupils have a clear understanding of strategies they can draw upon. Attitudes to learning amongst pupil premium children are positive. Pupils can identify strategies to use when faced with difficulties and can use them with confidence. When compared with non-disadvantaged pupils, fewer behaviour incidents are recorded. Pupil premium children are well represented in the rewards system
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure high quality teaching across the school.		
S4S PODs Cluster NPQ's Disadvantaged Course update The Key	EEF Report – Pupil Premium. Case studies show that using PP funding to support staff development has been effective in other settings.	1,3
CPD to support writing from S4S writing training.	S4S offer bespoke training based on the EEF's Improving Literacy in KS2 and use of The Writing Revolution's approach to help children develop strong sentences. The EEF state that reading comprehension strategies, focusing on the learners' understanding of	1,3,5

Reading comprehension and fluency strategies training	written text, have a high impact on average (+6 months), and that alongside phonics it is a crucial component of early reading instruction. Art and Science of Reading by Christopher Such analyses the acquisition of reading skills, providing an overview of the key technical and practical aspects of how children read, linking theory to classroom practice. The Mega Book of Fluency by Ted Rasinski recognises the pivotal relationship between comprehension and word recognition. It also offers an assessment scale to identify individual and class gaps in understanding and fluency.	
Vocabulary scheme bought into- Power Up. Staff training and CPD- TBC	Used by AB in previous school and studied as NPQSL project- seen to have a positive impact on children's vocabulary understanding	1,2,3,5,6
Access to high quality texts with book for every child through Sheffield Library Service	In Improving Literacy in KS2, the EEF report that reading books aloud and discussing them is a purposeful speaking and listening activity to develop pupils' language capability to support their reading and writing	1,3,5
KAGAN – Cooperative Learning Training 4 days. £50 per delegate each day. 12 staff - £2,400	EEF – shows that cooperative learning has a +6 months impact on children's progress.	1,4,6

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

Budgeted cost: £5780

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Improve literacy and numeracy skills of Y6 children so that enabling 65% of Y6 children achieve the expected standard in Reading, Writing and Maths combined in the 2022 SATs		
Teaching Assistants support delivery of pre-teaching, overlearning and quality first teaching	<p>The ATM report an action-research project around pre-teaching supported vulnerable children to be active and influential participants in mathematics lessons. Pre-teaching and overlearning with small groups has noticeable effect on children by assigning competence later in the lesson, allowing a boost of confidence and self-concept, preventing/minimising experiences of 'failure' in the lesson. High quality / targeted small group interventions with pupils having a positive impact. Reading, writing, Maths combined of Disadvantaged children down from 51% to 50% since 2021. One to one and small group target work [teaching and learning toolkit – high impact for moderate cost] Effective feedback and marking policy</p>	1,2,3
<p><i>Phonics support TA</i></p> <p>Further embed Phonics scheme and resources for the lowest 20% of readers throughout the school.</p>	<ul style="list-style-type: none"> Targeted phonics sessions to ensure all children have the basic and necessary skills in reading to be successful in KS2 Evidence that children must be able to read prior to any academic success. <p>£9,000</p>	1,2,3
<p>Maths and English intervention through small group tutoring against current objectives.</p> <p>Writeaway Together</p>	<p>The DfE report positive outcomes for interventions in English and Maths prior to transition to KS3. Previous NTP funding showed success from small group intervention/teaching which resulted in improved progress and increased confidence of learning.</p> <p>Phonics, reading intervention, 20% readers, fluency reading.</p> <p>The EEF state that the use of high quality structured interventions can help pupils who are struggling with their literacy, and while schools should focus first on developing core</p>	1,3

	<p>classroom teaching strategies that improve the literacy capabilities of the whole class, it is likely that a small number of pupils will require additional support. There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The school psychology service's 'What Works Well for Literacy Difficulties' states that Write Away Together has been successfully implemented across many schools and is focused on individual children who are not making expected gains in writing or are working below national expectations. As Write Away Together involves a dialogue between the child and the trained partner about independent writing produced at the first point of teaching, the programme develops writing skills through discussions and links strongly into and reinforces Quality First Teaching. Data provided in the study of efficacy showed a remarkable gain for those who participated.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing) 92

Budgeted cost: £6250

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure children are ready to learn at	Free to children in receipt of FSM, we find that Breakfast Club provides an effective 'bridge' into school for those	3,4,5

<p>the beginning of school.</p> <p>To run a breakfast club to ensure all children have the opportunity to have a healthy breakfast.</p> <ul style="list-style-type: none"> • Consumables • TA hours 	<p>children who struggle with this transition. We have found that Breakfast Club has significantly improved attendance for some children.</p> <p>National Institute of Health shows that breakfast has a positive effect on learning in terms of behaviour, focus and attendance. Institute of Education foundation found connection between healthy breakfasts and improved academic grades.</p>	
<p>Pupil Premium Advocates</p>	<p>Regular and individualised contact made with PP families to identify barriers to learning and what emotional and social support may be required. Staff receive appropriate training to fulfil role. By identifying specific features of the community and individual families, we can better serve their needs. (EEF Guide to Pupil Premium) The NSPCC state that early help can offer children the support needed to reach their full potential (EIF, 2018). It can improve the quality of a child's home and family life, enable them to perform better at school and support their mental health (EIF, 2018). Furthermore, the EIF state that early intervention shows evidence of improving outcomes for children and young people. The Sutton Trust report that parents play a significant role in the educational development of their children, in a variety of ways, through organising and managing their route through the school system, supporting them academically and with advice, and through providing them with the financial resources to maximise the impact of their education. These influences differ substantially according to the social class of the parent, limiting the social, cultural and financial capital they can pass on to their children. Additionally, the EEF state that participation in the arts (+2 months) and collaborative learning (+5 months) can have positive impact on pupil outcomes.</p>	<p>1,2,3,5</p>
<p>Disadvantaged children have help to</p>	<p>National research shows a variety of experiences and opportunities can support learning at all levels.</p>	<p>1,2,3,4,5,6</p>

<p>ensure that they can attend all visits.</p> <p>Subsidise visits – £1000</p>		
<p>Whole staff review and training on behaviour management continuing to use Paul Dix's behaviour style and the EEF 'Improving Behaviour in School' with the aim of developing our school ethos and improving behaviour across school</p>	<p>This will be a whole school approach to develop consistency. Despite taking longed to embed it is found to be successful and have a positive impact.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) Impact: +4 months</p>	4
<p>To support children with a nurturing curriculum and offer emotional support to deal with mental health issues.</p>	<p>Use Emotional Literacy Support Assistant to support mental health across the school. Tas to deliver Lego Therapy/Drawing and Talking.</p> <p>Pupils who have experienced trauma and have an emotionally available adult in their life for 20% of the time are able to self-regulate more quickly and deal with issues more effectively.</p> <p>traumainformedschools.co.uk</p> <p>Pupils who have a secure attachment will benefit in a number of ways; feeling happier, less angry, able to ask for help and can contribute. Nine Ways Children Benefit From Secure Attachment (psychcentral.com)</p>	1,2,3,4,5
<p>To improve school attendance through the governments advice. [Withdrawn] Improving school attendance: support for schools and local</p>	<p>Implement new procedures and to work alongside named attendance support officer to improve whole school and individual attendance.</p> <p>Engage with parents to build a good home-school partnership to improve attendance. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1,3,5

authorities - GOV.UK (www.gov.uk)		
<p>Extra Outdoor Classroom to be used as a 'safe space'. Sensory space with soft furnishings, craft materials, fidgets and lighting etc. £1000</p> <p>Wider experiences built into the whole school curriculum to address the cultural capital deficit.</p>	<p>Daily support from the AH allows children to regulate and allows pupils to be listened to and return to the classroom environment to learn. FSW support for families needing it. Acting as a liaison between school and social services Teaching and learning toolkit: Metacognition and self-regulation [very high impact based on extensive evidence] Trauma informed school / attachment aware school approach</p> <p>The Sutton Trust report that parents play a significant role in the educational development of their children and that these influences differ substantially according to the social class of the parent, limiting the social, cultural and financial capital they can pass on to their children. Furthermore, they also report that better off parents are more likely to support their child outside of school through visits to historical and culturally significant sites, through after school activities such as music tuition and are significantly more likely to pay for private tuition. The EEF reported that impact evaluations of their trials did not deliver evidence of statistically significant improvements in the measures of pupils' academic attainment used in their projects, but state that we should also measure what we value, rather than risk valuing only what we can (currently) measure, and continue to state that they believe that all children should have access to arts education opportunities for their own sake and the wider enrichment and enjoyment that they can bring. Reaching the Unseen Children by Jean Gross also reinforces the importance of wider experiences.</p> <p>Research by the EEF, Anna Freud Centre and Young Minds demonstrates</p>	<p>1,2,3,4,5</p>

<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>evidence that building children's social and emotional skills improves academic outcomes, attitudes, behaviour and relationships with peers Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Impact: +4 months</p>	
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Total budgeted cost: £6170

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Data summary 2023 school compared to national shows that: 66.7% of disadvantaged children achieved expected in reading compared to 60.2% nationally 66.7% of disadvantaged children achieved expected in writing compared to 58.1% nationally 66.7% of disadvantaged children achieved expected in maths compared to 58.8% nationally Our focus will be to continue to assess the needs of the children and quickly ascertain where the gaps in knowledge are and put in place catch up sessions to try and diminish the difference for our most vulnerable pupils. Our focus for 2023/24 continues to be maths, with an aspiration to increase the percentage of children achieving expected plus in reading and writing also.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
X tables Rockstars	TT Rockstars
Doodle maths	Doodle maths
Rising Stars	CGP