

# Pupil premium strategy statement



## Marsh Lane Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils [for the 2023 to 2024 academic year].

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Marsh Lane Primary School
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	06.10.23
Date on which it will be reviewed	October 2024
Statement authorised by	Headteachers/ Governing body
Pupil premium lead	Debbie Morris
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,239.64
Recovery premium funding allocation this academic year	£1,378

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£29,617.64</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium is a specific allocation of funds, additional to main school funding, which the Government believes is the best way to address the current underlying inequalities between children who are in receipt of free school meals and those that are not. We aim to use the allocation of Pupil premium to tackle disadvantage by reaching the pupils who need it the most and diminishing the difference between their attainment and progress and those of their peers. We also use the funding to provide nurture and one to one support for children to support their mental health and wellbeing.

Our intent at Marsh Lane Primary is to provide all students with the opportunity to achieve their full potential. We aim to use strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We have high expectations for children in all our subjects. Through our curriculum and teaching pedagogy we aim to increase children's independence and resilience.

When planning how best to spend the allocated money we take into consideration the context of the school and the specific needs of our children and families. We also consult the EEF guidance and teaching and learning toolkit as well as DfE publications such as the reading framework.

We promote all pupils having full access to extra-curricular opportunities at Marsh Lane Primary School. This ensures we develop well-rounded individuals who achieve their ambitions and flourish in life.

***The main principles of our strategy plan are to:***

- 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.

## Challenges

Challenge number	Detail of challenge
1	Poor emotional wellbeing - factors such as low self-esteem and lack of confidence
2	Additional needs such as ADHD, dyslexia or mild learning difficulties
3	Poorer than average attendance [frequent ill health, unauthorised holidays or days out of school]
4	Lack of understanding and knowledge of vocabulary due to limited experiences outside of school, that some may take for granted e.g. going to the seaside, watching a film in the cinema, visiting a museum, playing in the park.
5	More frequent behaviour issues
6	Widening academic gap.

## Intended outcomes

Intended outcome	Success criteria
Increase the proportion of Pupil Premium pupils who reach ARE+ by the end of KS2 so that it is not significantly different to all other pupils nationally	The gap between Pupil Premium and other children is significantly narrowed and in line with pupils nationally.
To improve language acquisition and vocabulary among disadvantaged pupils.	Observations indicate significantly improved oral language among disadvantaged pupils. Pupils are able to transfer their spoken vocabulary into their written work. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Pupil absence is no greater than 4.6% and closer to national data for all pupils.	Pupil absence is less than 4.6%
Emotional, social and behavioural support offered to vulnerable pupils so that they develop mental health strategies and successful learning behaviours	Learning behaviour assessment and motional assessment shows that pupils are developing successful behaviours
Progress in: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Maths</li> <li>• Phonics</li> </ul>	Achieve above national average progress scores in KS2 <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Maths</li> <li>• Phonics</li> </ul>

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	4
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
Breakfast Club provision offered to children free of charge to ensure a healthy start to the day and increased attendance. 2 staff 5 hours a week- £5,700	National Institute of Health shows that breakfast has a positive affect on learning in terms of behaviour, focus and attendance.  Institute of Education foundation found connection between healthy breakfasts and improved academic grades.	1,3

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Additional TA hours for the year to address behaviour needs of some pupils and help bridge attainment gaps.</i>	<p>High quality / targeted small group interventions with pupils having a positive impact.</p> <p>Reading, writing, Maths combined of Disadvantaged children down from 51% to 50% since 2021.</p> <p>One to one and small group target work [teaching and learning toolkit - high impact for moderate cost]</p> <p>Effective feedback and marking policy</p>	4, 2
<p>£2400 for teacher supply to enable conversations.</p> <p>1:1 feedback conversations (pupil premium interviews once every term).</p> <p>Detailed and effective marking policy in place</p>	<p>Target setting and one to one feedback conversations known to have high impact [external research and in-school evidence]</p> <p>EEF Teaching and Learning toolkit - feedback - very high impact for very low cost based on extensive evidence [+6 months]</p>	4, 6

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

Budgeted cost: £5,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA and Lego Therapy</p> <p>Lego Therapy Training £99</p> <p>ELSA Resources - £150</p> <p>TA 3 hours weekly - 114 hours a year- £1,710</p>	<p>Pupils on red on learning behaviour assessment</p> <p>Motional assessment results</p> <p>More pupils recorded with wellbeing and mental health issues.</p> <p>Wellbeing, behaviour and independence through nurture - motional assessments and learning behaviour assessments - having a positive impact</p> <p>Teaching and learning toolkit - social and emotional learning - moderate impact for low cost</p>	1, 5
Therapy Dog Training - £995		1, 4, 6
<p>Additional funding to support uniform costs / trips/ residential/ swimming and PE kits etc</p> <p>£66 x 6 = £396 (Residential)</p> <p>£30 x 24 = £720 (uniform)</p>	<p>Importance of #ItsTheRightThingToDo and all children feeling included and part of the MLPS family.</p> <p>Aspiration as a goal for the pupils [unclear impact but important as part of whole school vision for all children to achieve their best]</p>	1, 3

£100 (PE Kits)		
<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>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>1, 2, 3, 5</p>

## 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 2021 to 2022 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