



Pupil Premium Strategy Statement

1. Summary Information					
School	Marsh Green Primary School				
Academic Year	2016-17	Total PP Budget	£175,900	Date of most recent PP Review	April 2017
Total number of pupils	227	Number of pupils eligible for PP	132	Date for next internal review of this strategy	September 2017

2. Current Achievement			
	<i>All pupils within school</i>	<i>Pupils eligible for PP (this school)</i>	<i>Pupils not eligible for PP (National average)</i>
45% achieving in Reading, Writing and Maths	50%	41%	60%
Progress in Reading	-0.7 (average)	0.6 (average)	0.3
Progress in Writing	2.4 (above average)	3.7 (well above average)	0.1
Progress in Maths	-0.1 (average)	1.0 (average)	0.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Large attainment gap at KS1, particularly with boys in Reading and Writing	
B.	Lower than average (52%) pupils met the expected standard in phonics at Y1	
C.	Low oral language skills for pupils across EYFS	
D.	Low attainment in Reading at KS2	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Behaviour issues for a small group of disadvantaged pupils who are having a detrimental impact on their own and other's progress	
F.	Low starting points of pupils on entry to school	
G.	High numbers of families requiring support from external agencies (over 13%)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	
	<i>Success criteria</i>	
A.	Improve attainment at KS1 for disadvantaged pupils	Narrow the attainment gap between disadvantaged and advantaged pupils
B.	Increase the number of pupils meeting the expected standard	65% of disadvantaged pupils meet the expected standard in phonics at Y1

	in phonics at Y1	
C.	Increase C&L scores across EYFS	Above 60% of pupils to achieve GLD
D.	Higher attainment for disadvantaged pupils in reading at KS2	Diminish the difference for reading for disadvantaged pupils at KS2
E.	Improve behavioural issues for a small group of PP children who are having a detrimental impact on their own and other's progress	Exclusion rate for disadvantaged pupils is reduced to be more in line with advantaged pupils Behaviour issues addressed and managed Reduction in behaviour logs for disadvantaged pupils
F.	EYFS provision (2-4 year olds) to ensure a greater number of children present as 'school ready' on entry to Reception	Quality staff to closely match learning needs in EYFS Ensure C&L maintains a high focus throughout EYFS
G.	Sustained and additional support to be sought and provided for vulnerable families to improve outcomes	Families engaging with professionals and meeting identified issues on plans Children able to focus on academic learning

5. Planned expenditure					
Academic year					
The three headings below enable schools to demonstrate how they are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attainment at KS1 for all pupils	Inspire maths Educational visits Staff Triads Breakfast Club/Toast and Milk	Investment of PP for long term change to help all children develop. EEF Learning Styles +2 months Impact of widening experiences appears to be positive. Improved outcomes in English, Maths and Science learning. EEF +2 months Collaborative approaches to learning is consistently positive. EEF +5 months Feedback studies indicate very high impact on learning EEF +8 months	Twilight training sessions Maths lead to work alongside staff designated for training Lesson observations and work scrutiny Visits linked to the curriculum Key focus for triads	TR Phase leaders SLT AH	July 2017
Increase the % of pupils meeting the expected standard in phonics at Y1	Staffing to deliver RWInc Staff Training	Improving literacy improves pupil outcomes, reducing variation of attainment and progress. Moderate impact at low cost EEF +4 months	Phonics assessments and phonic drop in sessions	MH/JC	July 2017
Increased C&L scores across EYFS	Staff training chattering Chimps Resources to support Chattering Chimps CHIME	Improving literacy improves pupil outcomes, reducing variation of attainment and progress. Moderate impact at low cost EEF +4 months	Monitoring staff use of resources Ensuring appropriate sessions implemented throughout week	NA/LD	July 2017

Higher attainment scores in reading at KS2	Resourcing of class texts Training on Reading and Comprehension Whole class approach to guided reading	Successful reading comprehension approaches improve learning by an additional 5 months over a school year. EEF	Twilight training sessions Purchasing of high quality class texts Follow up sessions with staff in class	HK	
Total budgeted cost					£73,178
ii. Targeted support					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attainment at KS1 for disadvantaged pupils	Catch up/pre teach interventions	Evidence indicates 1:1 tuition can be effective by up to 5 months additional progress TA's delivering targeted interventions in small groups can show an increase of +3/+4 months EEF	Intervention folders Planning and timetables Set time for 'Fix-it' sessions	JC	July 2017
	After school reading clubs	Recent meta-analysis from the USA suggests increasing parental involvement can have +2-3 months impact	Log of parental attendance Discussions with parents about impact on own confidence levels	LD/JW	July 2017
Higher % of pupils meet the expected standard in phonics	Phonic mentoring Early years interventions	Evidence indicates 1:1 tuition can be effective by up to 5 months additional progress	Progress meeting data RWI assessments half termly TAs to have appropriate phonics training	JC/MH	July 2017
C&L scores enable more pupils to achieve GLD	Signing and singing sessions ELKLAN support sessions	Evidence suggests that early years and preschool intervention is beneficial – up to +5 months progress and appear to be particularly beneficial for children from low income families	Regular timetabled slots Discussions about targeted children to track progress	KH/LD	July 2017
Increased attainment rating	Before and after school provision	Evidence indicates that extended school time or	Targeted children attend before or after school, to be	HK/RK	July 2017

for disadvantaged pupils in reading at KS2	Beanstalk reading programme Y3 and CLA reading project	targeted use of before and after school programmes enable pupils to make +2 months progress Providing books to promote reading will support later with comprehension development and include parents + 2 months	monitored during pupil progress meetings Parents invited to attend to further enhance support Log to be kept of books accessed and reread for pleasure	RG	
Total budgeted cost					£62,004
iii. Other approaches					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved behaviour and attitudes to learning for a group of pupils	Counselling Mentoring Alternative provision	Social and emotional learning when embedded into the whole school ethos and also targeted ant specific individuals can have up to 5 months impact EEF	Careful monitoring of children accessing nurture provision to ensure academic progress remains on track Fewer incidents requiring exclusion	GL/ JWh	July 2017
Greater number of children presenting as school ready on entry to Reception	Inspire sessions Stay and learn sessions Modelling to parents Homework support	Recent meta-analysis from the USA suggests increasing parental involvement can have +2-3 months impact	Log kept of all parents attending sessions Direct contact made with those who have not attended sessions over a term	EYFS staff	July 2017
Support for children deemed vulnerable due to family situation	Pastoral support for children and parents	Recent meta-analysis from the USA suggests increasing parental involvement can have +2-3 months impact Evidence indicates 1:1 tuition can be effective by up to 5 months additional progress	Monitor 'vulnerable' children on a separate basis as requested by governors	GL	July 2017
Total budgeted cost					£40,718

6. Review of expenditure				
Previous academic year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
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