



Marsh Green Primary School
Pupil Premium Strategy Statement
2019-2020

1. Summary Information					
School	Marsh Green Primary School				
Academic Year	2019-2020	Total PP Budget	£212,520	Date of most recent PP Review	September 2019
Total number of pupils	293 (R-Y6)	Number of pupils eligible for PP	151	Date for next internal review of this strategy	March 2019

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>
Y6 63% achieving in Reading, Writing and Maths		Results unavailable	Results unavailable
Progress in Reading	0.0 (LA 0.1)	"	"
Progress in Writing	-0.4 (LA 0.5)	"	"
Progress in Maths	0.8 (LA 0.3)	"	"

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.	Attainment in KS1 combined scores (53%)
B.	Lower than average (57%) pupils met the expected standard in phonics at Y1
C.	Low oral language skills for pupils across EYFS
D.	Low attainment in reading, writing and maths (girls)
E.	More children achieve greater depth in KS1 and KS2 in writing
External barriers (issues which also require action outside school, such as low attendance rates)	
F.	Home/behaviour issues for a small group of disadvantaged pupils
G.	Low starting points of pupils on entry to school
H.	High numbers of families requiring support from external agencies

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Continue to 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 in phonics at Y1	65% of disadvantaged pupils meet the expected standard in phonics at Y1 79% of all pupils to achieve expected standard
C.	Low oral language skills for pupils across EYFS	Disadvantaged and all pupils increase their GLD
D.	Higher attainment for disadvantaged pupils at KS2	Diminish the difference for disadvantaged pupils at KS2
E.	More KS1 and KS2 children achieve greater depth in writing	More children achieve greater depth in writing.
F.	Improve behavioural issues and learning culture for a small group of PP children	Behaviour issues addressed and managed Reduction in behaviour logs for disadvantaged pupils
G.	EYFS provision (2-4 year olds) to ensure a greater number of children present as being 'school ready' on entry to Reception	Quality staff to closely match learning needs in EYFS Ensure C&L maintains a high focus throughout EYFS Early intervention for PP SEND children
H.	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, through targeted support High expectations of parents Parents to attend weekly drop-in sessions in classes Parents attend classes to support their children –phase leaders to co-ordinate this.

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	<p>Inspire maths</p> <p>Use of Immersion Room</p> <p>Educational visits</p> <p>Staff Triads</p> <p>Breakfast Club Fruit/Toast/Bagels and Milk</p>	<p>Investment of PP for long term change to help all children develop. EEF Learning Styles +2 months</p> <p>Impact of widening experiences appears to be positive. Improved outcomes in English, Maths and Science learning. EEF +2 months</p> <p>Collaborative approaches to learning is consistently positive. EEF +5 months</p> <p>Feedback studies indicate very high impact on learning EEF +8 months</p>	<p>Twilight training sessions</p> <p>Staff training – St. Helens Maths lead to work alongside staff designated for training. Lesson observations and work scrutiny.</p> <p>Visits linked to the curriculum</p> <p>Key focus for triads</p> <p>Organised breakfast club and provision of snack</p>	<p>AB</p> <p>SB (timetable room)</p> <p>Phase leader KB</p> <p>SLT/Phase Leader KB</p> <p>AH</p>	<p>July 2020</p> <p>Termly – Pupil Progress Meetings</p>
Increase the % of pupils meeting the expected standard in phonics at Y1	<p>Change in the delivery of phonics</p> <p>Staff Training</p> <p>Staff up-dates</p>	<p>Improving literacy improves pupil outcomes, reducing variation of attainment and progress. Moderate impact at low cost EEF +4 months</p>	<p>Phonics assessments and phonic drop in sessions.</p> <p>Parent meetings</p>	<p>KB</p> <p>MG – Autumn</p> <p>KS1 staff</p>	<p>June 2020 – Final</p> <p>Termly assessments</p>
Increased C&L scores across EYFS	<p>Staff training chattering Chimps</p> <p>Resources to support Chattering Chimps</p> <p>CHIME</p>	<p>Improving literacy improves pupil outcomes, reducing variation of attainment and progress. Moderate impact at low cost EEF +4 months</p>	<p>Monitoring use of resources</p> <p>Ensuring appropriate sessions implemented throughout week</p>	<p>EO/MB/LD</p>	<p>July 2020</p>

Improve attainment and progress scores for girls in Maths at KS2	Promote fluency, reasoning and problem solving. Provide opportunities to discuss maths in lessons Involve parents in their child's learning Booster sessions	Evidence indicates that parental engagement can impact on learning EEF+3 months. Small group teaching is proved to support learning EEF+5 months. Evidence indicates 1:1 tuition can be effective by up to 5 months additional progress.	Support from Maths lead Booster sessions Targeted questions to girls Fix-it sessions with staff in class Booster sessions	AB And KS2 staff	July 2020
Improve greater depth attainment in writing at KS1 and KS2.	Focus writing groups. Small group booster sessions.	Small group teaching is proved to support learning EEF+5 months.	Timetabled sessions Children identified	KB and JW/h	June 2020
Total budgeted cost					£65,000
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 and progress at KS1 for disadvantaged pupils	Catch up/pre teach interventions Beanstalk Y2 After school reading club in each year group	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 Recent meta-analysis from the USA suggests increasing parental involvement can have +2-3 months impact	Intervention folders Planning and timetables Set time for 'Fix-it' sessions Log of parental attendance Discussions with parents about impact on own confidence levels Modelling questioning/reading	KB/CB LD/KB	Termly Pupil Progress Meetings July 2019
Higher % of pupils meet the expected	Phonic mentoring Early years	Evidence indicates 1:1 tuition can be effective by up to 5	Progress meeting data Half term phonic	AB/SC/KB	Ongoing June 2020 - Final

standard in phonics	interventions	months additional progress	assessments		
C&L, with writing scores enable more pupils to achieve GLD	ELKLAN support sessions TA support/booster Engaging environment	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 Pupil progress meetings	MS/LD	July 2020
Increased attainment and progress for disadvantaged pupils at KS2	Before and after school provision Beanstalk reading programme – Y4 Additional staff Booster sessions Immersion Room - writing Fix-it sessions Reading Plus CLA access reading project books	Evidence indicates that extended school time or targeted use of before and after school programmes enable pupils to make +2 months progress Evidence indicates 1:1 tuition can be effective by up to 5 months additional progress Providing books to promote reading will support later with comprehension development and include parents + 2 months	Targeted children attend before or after school. To be monitored during pupil progress meetings and attendance register. Parents invited to attend to further enhance support. Targeted parents to be invited in for discussions. Log to be kept of books accessed and reread for pleasure.	KS2 staff JWh	Termly Pupil Progress Meetings. July 2020 - Final
Improve greater depth attainment in writing at KS1 and KS2 for disadvantaged	Focus writing groups. Small group booster sessions.	Small group teaching is proved to support learning EEF+5 months.	Timetabled sessions Children identified	KB and JWh	June 2020

children.					
Total budgeted cost					£72,000
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	Counselling Mentoring CAMHS Nurture After school clubs	Social and emotional learning when embedded into the whole school ethos and also targeted at specific individuals can have up to 5 months impact (EEF) Sports participation can increase learning by +2 months	Careful monitoring of children accessing nurture provision to ensure academic progress remains on track Fewer incidents requiring exclusion or HT/DHT involvement.	GL/CB/JWe	July 2020
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 +3 months impact	Log kept of all parents attending sessions Direct contact made with those not attending sessions over a term	EYFS staff	July 2020
Support for children deemed vulnerable due to family situation	Pastoral support for children and parents Pastoral/vulnerable family meetings Fur Clemt	Recent meta-analysis from the USA suggests increasing parental involvement can have +3 months impact Evidence indicates 1:1 tuition can be effective by up to 5 months additional progress.	Monitor 'vulnerable' children	GL/JC/JWe/AH/CB	July 2020
Total budgeted cost					£71,000

6. Review of expenditure – 2019-2020

Previous academic year		2019-2020		
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
Improve attainment at KS1 for all pupils	Inspire maths Use of Immersion Room Educational visits Staff Triads Breakfast Club Fruit/Toast/Bagels and Milk			
Increase the % of pupils meeting the expected standard in phonics at Y1	Change in the delivery of phonics Staff Training Staff up-dates			
Increased C&L scores across EYFS	Staff training chattering Chimps Resources to support Chattering Chimps CHIME			
Improve attainment and progress scores for girls in Maths at KS2	Promote fluency, reasoning and problem solving. Provide opportunities to discuss maths in lessons Involve parents in their child's learning.			

Improve greater depth attainment in writing at KS1 and KS2	Focus writing groups. Small group booster sessions.	Small group teaching is proved to support learning EEF+5 months.	Timetabled sessions Children identified	KB and JWh
ii. Targeted support				
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
Improve attainment and progress at KS1 for disadvantaged pupils	Catch up/pre teach interventions After school reading club in each year group			
Higher % of pupils meet the expected standard in phonics	Phonic mentoring Early years interventions			
C&L, with writing scores enable more pupils to achieve GLD	ELKLAN support sessions TA support/booster Engaging environment			
Increased attainment and progress for disadvantaged pupils at KS2	Before and after school provision to tackle girls maths. Beanstalk reading programme – Y4 Additional staff Booster sessions Immersion Room – for writing experiences Fix-it sessions Reading Plus CLA access reading project books			

Improve greater depth attainment in writing at KS1 and KS2 for disadvantaged children.	Focus writing groups. Small group booster sessions.	Small group teaching is proved to support learning EEF+5 months.	Timetabled sessions Children identified	KB and JWh
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
Ensure positive behaviours and attitudes to learning continue.	Counselling Mentoring CAMHS Nurture			
Greater number of children presenting as school ready on entry to Reception	Inspire sessions Stay and learn sessions Modelling to parents Homework support			
Support for children deemed vulnerable due to family situation	Pastoral support for children and parents Pastoral/vulnerable family meetings Fur Clemt			