



Marsh Green Primary School
Pupil Premium Strategy Statement
2020-2021

1. Summary Information					
School	Marsh Green Primary School				
Academic Year	2020-2021	Total PP Budget	£235,925	Date of most recent PP Review	July 2020
Total number of pupils	303	Number of pupils eligible for PP	146 + 3 LAC	Date for next internal review of this strategy	March 2021

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 (TA) achieving in Reading, Writing and Maths	66%	60%	Results unavailable

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.	Absence from school due to covid lockdown 23 rd March – June 2020
B.	Ability to access digital content to support learning due to continuing period of isolation for individuals and cohorts
C.	Learning regression and delayed progress
D.	High number of pupils with SEND and eligible for PPG
E.	Low oral language skills for pupils across EYFS
External barriers (issues which also require action outside school, such as low attendance rates)	
H.	Increased number of pupils classed as vulnerable due to lockdown
I.	Low starting points of pupils on entry to school, particularly in Communication and Language
J.	High numbers of families requiring support from external agencies
K.	Lack of digital connectivity in a high number of homes
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	Gaps in learning to be identified and addressed through robust assessment and targeted interventions
	Clarity of gaps in children’s learning and a clear system of interventions to address these

B.	School work being accessed at home during periods of lockdown and self-isolation and assessed by staff Robust systems in place to regularly check on all isolating pupils	Systems in place to track work of pupils at home with regular checks to discuss work set and support of how to return it to school for assessment Proforma used to make regular contact with pupils (at least weekly) and alternatives in place if contact by phone or electronically not made
C.	Strategies in place to support learning and promote accelerated learning	A range of proven techniques being used across school for maximum impact on pupil learning and progress
D.	Pupils in receipt of identified funding to have access to support and interventions to meet their needs	Clarity of where designated funding is being spent – recorded through spreadsheets for each class to track spending
E.	Improved C&L progress and high quality communication interventions accessed	Programmes followed robustly and regularly with tracking clearly showing progress and further intervention strategies from external sources

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?
Gaps in learning to be identified and addressed through robust assessment and targeted interventions	Excellent feedback on a daily informal and formal basis	Evidence indicates high impact for very low cost +8 months	Book scrutiny for progress Staff awareness of quality feedback through phase meetings	Phase leads	Half Termly
	Individual instruction through targeted interventions	Moderate low cost +3 months	Staff allocated to provide daily interventions	JWe CB	
School work being accessed at home during periods of lockdown and self-isolation and assessed by staff	Ensure families have access to digital devices and provide to those without on a loan basis	Moderate Impact for moderate cost+ months	Clear tracking system when pupils are absent for period of time. Immediate provision of work and checks that this can be accessed. Alternatives to be provided when necessary Expectation that work is returned to teacher, digitally or via paper copies	YY JH Class Teachers	Weekly

Strategies in place to support learning and promote accelerated learning	Metacognition and self-regulation Reading comprehension strategies Mastery learning	High impact very low cost +7 months High impact very low cost +6 months Moderate impact low cost +5 months	Staff training on metacognition and mastery learning Children to understand how they learn and this to form a part of daily classroom practice	GL/CB/JWe NA/KP AB/RG	Termly
Pupils in receipt of identified funding to have access to support and interventions to meet their needs	Collaborative learning	Evidence indicates moderate impact for low cost +5 months	Activities to be carefully planned to encourage collaborative approaches in mixed groups, carefully structured to enable each child to input ideas Digital interventions such as Reading Plus, Times Tables, problem solving programmes	CB JWe Class Teachers	Half Termly
Improved C&L progress and high quality communication interventions accessed	Early Years Interventions Oral language interventions ELKLAN, NELI Reducing class sizes	Evidence indicates moderate impact for high cost +5 months Moderate impact very low cost +5 months Moderate impact high cost +3 months	Maintain high staffing ratios for pupils in EYFS for maximum interaction Daily C&L interventions for groups of children in EYFS Maintain low class sizes (20) in Reception and Y1	LH MB GL	Half Termly
Total budgeted cost					£ 50,000
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?
Targeted interventions to address gaps in learning and delayed progress	1:1 Tuition from Academic mentors Maths Recovery Reading Support After school booster sessions In school fix-it time Peer tutoring	Evidence indicates 1:1 tuition can be effective by up to 5 months additional progress Moderate impact, very low cost +5 months	Recruitment of mentors and use of own staff to tutor. Use of pupils to support each other in class through mixed groupings Inclusion team to train staff to deliver interventions	GL Class Teachers CB	Half termly

				JWe	
Regular contact with those with barriers to engaging with home learning	Parental engagement is key to enable children to access learning remotely. Parents need support to know how to do this	Moderate impact for moderate cost +3 months (Although as all support is remote this may be diminished)	Regular phone calls home with robust tracking	Class staff	Weekly
System of support for all children self-isolating (identified vulnerable children, those with SEND and their families)	Regular contact to offer specific support and guidance to parents. Safeguarding for children to involve allocated agencies	No data to support this yet as a new phenomenon due to covid	Consider digital support via Zoom or Teams, including the load on digital equipment	CB JH AH GL Class staff	Weekly
Clarity of funding streams and how these have been allocated to each child to secure progress and meet individual needs	Consider: Behaviour interventions Collaborative learning Metacognition and self-regulation	Moderate impact moderate cost +3 months Moderate impact for low cost +5 months High impact very low cost +7 months	Discussions through pupil progress meetings and identified needs through formative assessments to lead to cohort specific or individual interventions	Class teachers JWe CB	Half termly
Any children with identified C&L needs to have access to robust interventions and/or specialist external support	ELKLAN NELI SALT	Moderate impact for very low cost +5 months	Timetabled sessions Children identified	KP, NA and LK	June 2021
Total budgeted cost					£135,500
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 resilience and increased	Social and emotional learning Counselling	Moderate impact moderate cost +4 months	Children can concentrate for increasing period of time	JWe AH	Termly

stamina for learning	CAMHS Nurture Meta-cognitions	High impact very low cost +7 months	Children can articulate how they best learn and can recall key aspects of learning across the curriculum	Class Teachers	
Learning to focus on all aspects of development including physical, emotional, social as well as academic	Social and emotional learning Regular physical breaks	No formal data but deemed necessary as a result of covid lockdown and isolation	Reconnect Curriculum in evidence across all year groups Regular exercise breaks on a daily basis Staff playing games with children	JC Class teachers	Termly
Support for children deemed vulnerable due to covid situation	Regular contact with families and involvement of external agencies Signposting to support such as food parcels, uniforms, clothing	No formal data but deemed necessary as a result of covid lockdown and isolation	Phone calls, virtual meetings and house calls as necessary	GL AH MG	Weekly
Total budgeted cost					£50,425

6. Review of expenditure				
Previous academic year		2020-2021		
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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