

Pupil premium strategy statement – Marsh Green Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	389
Proportion (%) of pupil premium eligible pupils	212 (54%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027 <i>First Year 2024-25</i>
Date this statement was published	September 2024
Date on which it will be reviewed	August 2025
Statement authorised by	T Bayley
Pupil premium lead	G Leigh
Governor / Trustee lead	V Hilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£318,740
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£318,740

Part A: Pupil premium strategy plan

Statement of intent

Located in an area of high deprivation, we recognise that disadvantaged pupils often face additional barriers that can make achieving their potential a challenge. Our intention, at Marsh Green Primary School, is that all pupils, regardless of their background or start points, make good progress and become inspired, motivated life-long learners and successful adults able to contribute to their communities and beyond. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals and achieve positive attainment across the curriculum. We recognise that other pupils in our school community, not formally recognised as disadvantaged, are vulnerable and the activities we outline in this strategy statement will also ensure that the barriers for these children are removed. As a school, we unlock opportunities for all our pupils, regardless of their disadvantaged status, to ensure they become educated citizens and aspirations of our children, families and community are raised. In line with the recommendations of the EEF, we recognise the importance of a tiered approach to targeting the disadvantage gap:

Teaching: Marsh Green Primary School ultimately aims to provide a quality-first education for all pupils. We recognise that the EEF state that the best way of improving outcomes for pupils is by reducing the variation in teaching quality as this has a disproportionately positive impact upon the outcomes of disadvantaged learners. Our strategic aims are to increase attainment in all year groups, specifically in Literacy - Reading, Writing and Phonics - to improve academic outcomes for disadvantaged pupils. Our strategy will contribute to ensuring that the teaching of Literacy is consistently high-quality and evidence-informed in line with the school's agreed approaches. We recognise that reading ability can impact significantly on vocabulary and future life opportunities. Therefore, it will remain as a priority area of focus for all our pupils; specifically our disadvantaged pupils.

Targeted Academic Support: We recognise that some pupils may require additional support to achieve their potential. Whilst maintaining high expectations, we utilise relevant research and our professional knowledge to identify strategies and evidence-informed interventions that address gaps in pupils' learning and facilitate accelerated progress to allow pupils to access and succeed in the curriculum.

Wider Strategies: We believe it is important that disadvantaged pupils are not viewed as a homogenous group; instead, we identify individual pupils' barriers to learning so these can be overcome through providing targeted support and establishing strong, positive links with pupils, their families, and our wider school community. Through close links with our community, we identified that several pupils and families may require additional support in successfully managing their mental health and well-being. We prioritise pupils' socio-emotional needs and mental health to ensure our pupils have a positive attitude to school; are engaged with education and demonstrate a readiness to learn.

Our approach continues to be led by individual pupil need and is responsive to diagnostic assessment and detailed knowledge of pupils and families rather than assumptions of the impact of disadvantage. We recognise that this whole school approach is vital in ensuring that all staff take responsibility for the progress and attainment of disadvantaged and vulnerable pupils, maintaining the highest expectations of all pupils in all aspects of school life and their education.

Challenges

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

Challenge number	Detail of challenge
1	Pupils' pre-literacy skills: observations, interactions with pupils and baseline language assessments on entry to the EYFS suggest low levels of oracy, receptive and expressive vocabulary among many of our disadvantaged cohort. This continues to be evident throughout school and negatively impacts upon pupils' reading and writing development and ability.
2	Previously, in 2022-23, statutory assessments and internal assessments identified Writing as an area of focus across school. Since then, statutory assessments in 2023-24 also identified Maths to be an area of focus, primarily in KS2. In addition, knowledge of our families reveals low levels of Literacy and Maths confidence within the community, resulting in limited parental engagement and a negative attitude towards Literacy and Maths is more prevalent within our most vulnerable families.
3	Our school staffing structure has a significant number of staff who are newer to school, ECTs and/or apprentice teachers which may present challenges linked to consistency of quality-first teaching across school in line with the school's ethos.
4	We continue to have a keen focus upon pupils' attendance, punctuality, and readiness to learn. Our Autumn/Spring 23-24 absence data shows that the percentage of absences for disadvantaged pupils (7.1%) is lower than national disadvantaged (10.7%) and higher than the percentage of absences for non-disadvantaged in school (5.9%).
5	Discussion with families and pupils reveal that there are incidents of emerging pupil wellbeing, socio-emotional needs and mental health difficulties evident following the Covid-19 pandemic and within our cohorts.
6	Knowledge of our community reveals that many of our pupils, specifically those who are disadvantaged have limited experiences and wider knowledge/awareness of the world beyond their immediate local community which has a negative impact on accessing the whole curriculum.
7	Discussions with pupils and families reveal low aspirations for future education and success in society.

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
Teaching of Literacy is consistently high-quality and evidence-informed strategies are embedded in line with school's agreed approaches.	Teaching across school is consistently high-quality and professional development offer for staff is evidence informed. Monitoring demonstrates that evidence-informed strategies are embedded in practice and impact positively upon pupils' outcomes so pupils know more, remember more, and can do more in the

	curriculum to prepare them for the next stage in their education.
Attainment in all year groups in Literacy: Reading, Writing and Phonics is increased to improve academic outcomes for disadvantaged pupils.	<p>Achieve closer to National average progress scores at KS2 in Reading and Writing and increase the % of disadvantaged pupils working at the expected standard to be in line with National and Local comparators at both KS1 and KS2.</p> <p>Achieve above the National average expected standards in Y1 Phonics Screening Check. 4</p> <p>Assessments and observations reveal significantly improved standards of oracy among disadvantaged pupils which is triangulated using language within work in books and pupil voice.</p>
Teaching of Mathematics is consistently of a high quality and evidence-based practices are embedded in line with school policies	Multiplication check scores are closer in line with national averages and the gap between non-disadvantaged and disadvantaged is diminished.
The pastoral needs of disadvantaged pupils are supported effectively including behaviour, attendance, well-being, and social, emotional and mental health.	<p>Improve attendance of disadvantaged pupils to be in line with National average and LA average. The attendance gap between disadvantaged and non-disadvantaged pupils is diminished (currently a gap of 0.5%).</p> <p>Behaviour systems are fully embedded in school and as a result, the number of low level and serious behaviour incidents has decreased over time.</p> <p>Staff are equipped with the necessary skills and professional knowledge to effectively support pupils' well-being and mental health and pupils can apply self-regulation strategies to support themselves in difficult situation.</p> <p>There is an increase in the participation and access to enrichment and extra-curricular activities specifically for disadvantaged pupils.</p> <p>There are sustained high levels of pupil wellbeing as evidenced by pupil voice, student and parental surveys and observations.</p>

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: £100,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure consistency for the evidence informed approach for the teaching of Spelling, through the Sounds Write programme at KS2, that builds upon the success of the Phonics at KS1. Ensure that the teaching of Spelling is consistently embedded across all phases of school through a cumulative and systematic structure with deliberate, focused practice.</p>	<p>There is extensive evidence that high-quality teaching of Spelling involving a balanced approach of systematic synthetic phonics combined with comprehension approaches have a positive impact upon outcomes when tailored to pupils' capabilities and using texts that provide effective yet not overwhelming challenge.</p> <p>Evidence: EEF Guidance Reports: Improving Literacy at KS1 (Recommendation 3 and 6) and KS2 (Recommendation 5).EEF T&L Toolkit Phonics (+ 4 additional months progress) Alex Quigley Professional Development – Closing the Writing Gap</p>	<p>2 3</p>
<p>Provide regular, high-quality professional development linked to the priority of Literacy, specifically the teaching of Reading, to all staff (including those new to school/ECTs) to develop teachers' knowledge of the Literacy curriculum and subject-specific knowledge and pedagogical approaches with a specific focus upon the development of fluent readers and strategic reading behaviours.</p>	<p>There is extensive evidence that high-quality teaching of Literacy that supports pupils to engage in a balanced reading offer that integrates decoding, develops pupils' fluent reading capabilities and teaches reading comprehension strategies through explicit modelling and structured practice of each strategy with high quality texts.</p> <p>Evidence: EEF Guidance Reports: Improving Literacy at KS1 (Recommendation 2 and 3) and KS2 (Recommendation 2 and 3). Alex Quigley Professional Development – Closing the Reading Gap EEF/Research School Network Partnership 'Making the Difference for Disadvantaged Learners' CPD – Investment in teaching should be top priority EEF T&L Toolkit Reading Comprehension Strategies +6 months progress</p>	<p>1 2 3</p>
<p>Build upon the existing oral language approaches from Oracy 21 in classroom practice to increase purposeful opportunities for oracy across the wider curriculum to emphasise the importance of spoken language and interaction and develop pupils' confidence to articulate their thoughts and learning.</p>	<p>Oral language interventions and approaches to teaching vocabulary have a strong evidence base. Strategies such as book dialogue, curriculum discussion and teacher modelled inference and implicit thought processes have a positive impact upon pupils reading.</p> <p>Evidence: Alex Quigley Professional Development – Closing the Reading Gap & Closing the Vocabulary Gap o EEF T&L Toolkit – oral language interventions +6 months progress Beck & McKeown – Bringing Words to Life (Robust Vocabulary Instruction) EEF/Research School Network Partnership 'Making the Difference for Disadvantaged Learners' CPD – Investment in teaching should be top priority</p>	<p>1 3</p>

<p>Identify opportunities across the wider curriculum for pupils to read high-quality texts from a range of genres to develop background knowledge, vocabulary knowledge and provide purposeful practice for fluent and strategic reading.</p>	<p>Ofsted's recent report 'Now the whole school is reading', published in October, highlights the problems children at secondary school face, as the curriculum places increasing demands on reading comprehension. One of the recommendations is for leaders to 'make sure [support for reading] is part of a well thought-out curriculum and a wider school reading strategy for all pupils to become proficient readers'.</p> <p>Renaissance Learning, 2016, The magic of 15 minutes: Reading practice and Reading growth</p> <p>Quigley, A and Coleman R (EEF), 2019 Guidance Report: Improving Literacy in Secondary Schools Myatt, M, 2022, Using stories in the curriculum</p>	<p>2 3</p>
--	---	------------

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

Budgeted cost: £115,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target key year groups with smaller group teaching and target identified disadvantaged pupils with 1:1 specialised interventions and booster classes (Phonics tuition, Phonics, 1:1 reading) through deployment of additional teachers and apprentice teachers.</p>	<p>Evidence suggests that schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others and that the needs of pupils are addressed, first and foremost, through high-quality classroom teaching. Small group tuition is effective as it results in more focused teaching to pupils' needs, additional feedback from the teacher and more sustained engagement from disadvantaged pupils. Diagnostic assessment and teacher's knowledge of pupils start points, misconceptions and next steps ensures that small group teaching is focused and targeted on pupils' needs and effective.</p> <p>Evidence:</p> <p>EEF T&L Toolkit – 1:1 tuition (+5 additional months progress)</p> <p>EEF T&L Toolkit – Small Group Tuition (+4 additional months progress) EEF Guidance Report 'Maximizing the Impact of TAs'</p>	<p>1 2</p>
<p>Continue to implement evidence-informed S&L Interventions (Wellcomm) in Early Years to improve pupils' oracy skills as a foundation for early reading and future life</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches, like WELLCOMM, which have a focus on a combination of speaking and listening and have frequent sessions over a</p>	<p>1 2 6 7</p>

chances, wellbeing, and mental health.	<p>sustained period also appear to be most successful.</p> <p>Evidence:</p> <p>EEF T&L Toolkit – Oral Language Interventions (+6 additional months progress for Primary and +7 for Early Years)</p> <p>EEF T&L Toolkit - Early Years Interventions (+5 additional months progress)</p> <p>EEF Guidance Report ‘Maximising the Impact of TAs’: Recommendations 5 & 6</p> <p>EEF Guidance Reports: Improving Literacy at KS1 & Preparing for Literacy (Recommendation 1)</p>	
Embed the Parents in Partnership (PIP) project in Nursery, Reception and beyond to support parents/carers in engaging in positive interaction with pupils and to improve pupils’ CLL/Literacy skills and knowledge.	<p>Oral language interventions can have a positive impact on pupils’ language skills. Evidence from our Research review with Edge Hill University highlighted the positive impact of the active ingredients of PIP (increased engagement with books at home; improved parental knowledge of Reading; improved rates of progress in CLL/R/W EY strands).</p> <p>Evidence:</p> <p>EEF T&L Toolkit – Oral Language Interventions (+6 additional months progress for Primary and +7 for Early Years)</p> <p>EEF T&L Toolkit - Early Years Interventions (+5 additional months progress)</p> <p>EEF Guidance Reports: Improving Literacy at KS1 & Preparing for Literacy (Recommendation 1)</p> <p>EEF Guidance Report – Working with Parents to Support Children’s Learning (Recommendations 3 and 4)</p>	1 2 5

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

Budgeted cost: £102,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the support offer to pupils in need of socio-emotional support through additional timetabling of school counsellor and pastoral staff to provide targeted support.	The impact of targeted SEL for pupils who may need additional support developing their socio-emotional responses or managing additional needs is typically a little higher. As the evidence for SEL programme is less secure, our decision is also based upon prior positive impact internally through the provision of professional support through counselling and pastoral support.	4 5

	<p>Evidence: Targeted Approach based on recommendations of Weare 2015 (What works in promoting social and emotional well-being and responding to mental health problems in schools?) EEF T&L Toolkit – Socio-emotional learning interventions (+4 additional months programme)</p>	
<p>Support pupils and their families to overcome individual barriers to education e.g. attendance, punctuality, welfare, behaviour etc to ensure pupils can access school ready to learn through ongoing support from school Pastoral Team.</p>	<p>Previous internal feedback from parental surveys celebrates the strong relationships between staff and families. Our decision to invest in pastoral support is supported by our own professional and contextual knowledge and previous school success suggesting it significantly benefits our pupils, families, and community which in turn impacts positively upon pupils' readiness to learn and pupil outcomes. Evidence: EEF Guidance Report – Working with Parents to Support Children's Learning (Recommendations 3 and 4)</p>	4 6 7
<p>Enhance the after-school curriculum offer (including sports, arts, STEM and language clubs) to engage pupils in developing their skills more widely in education and promote positive attitudes to school and learning.</p>	<p>Arts and Sports Participation may lead to additional academic benefits, but their value in and of themselves should also be recognised in broadening experiences for our pupils, providing a richer education and improving access to activities that may not have been previously available to them. Wider benefits include positive attitudes to school and learning and increased wellbeing. There is some evidence that involvement in extra-curricular sporting activities may also increase pupil attendance and retention. We also recognise that by implementing a partially professional-led after school curriculum offer, there is a positive opportunity cost to support teachers with planning high-quality teaching opportunities and to run targeted interventions for catch up. Evidence: EEF T&L Toolkit: Arts Participation (+3 additional months progress). EEF T&L Toolkit: Sports Activity (+1 additional months progress).</p>	4 5 6
<p>Subsidise the cost of residential visits and other school curriculum visits, for vulnerable and disadvantaged pupils, to promote pupils' independence, resilience and self-confidence and raise aspirations for future study and life whilst improving pupils' engagement with the school curriculum.</p>	<p>Evidence suggests that residential visits have benefits linked to improving pupils' engagement with learning; fostering deep relationships with peers and teachers and creating a sense of cohesion and belonging (vital after an extended period of lockdown and prior to a period of transition for pupils) and improving pupils' self-confidence, resilience, and well-being. Our decision to invest in subsidising school curriculum visits is supported by our own professional and contextual knowledge and previous school success that enhancing the wider curriculum with real life experiences</p>	5 6 7

	<p>builds our pupils' background knowledge and improve their access and understanding of their curriculum studies.</p> <p>Evidence: Independent evaluation of research by Learning Away funded by Paul Hamlyn Foundation</p>	
--	--	--

Total budgeted cost: £318,740

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcomes from the last plan were successful for EYFS, with an additional focus on Communication and Language. Our disadvantaged pupils out-performed those nationally across GLD and the specific elements of C&L. (Outcome 1)

Year 1 Phonics 2024	
ALL	Disadvantaged
59%	58%

Outcome 2 was to improve phonic scores. These are now higher than pre-covid and have reduced the gap between school and national scores. This has been successful but there still remains room for improvement, which is why it will remain a focus in the new plan.

KS1 RESULTS 2024		
ALL PUPILS		Disadvantaged
READING	40%	37%
WRITING	38%	33%
MATHS	47%	33%

Whilst Reading has remained a focus (Outcome 3) the success has been variable at KS1. The gap between disadvantaged and All pupils has been narrowed but this still remains wider than scores compared across the local authority. National comparisons have not been available this year due to KS1 SATs not being statutory.

KS2 RESULTS 2024		
ALL PUPILS		Disadvantaged
READING	64%	64%
WRITING	56%	53%
SPAG	62%	61%
MATHS	56%	47%

At KS2, the gap between All pupils and disadvantaged has narrowed. Strategies are being successful and confidence for pupils is increasing but need to continue in order to build upon successes further and continue to narrow the gap when compared nationally. This is a similar pattern with Writing (Outcome 4).

Outcome 5 is evidenced through the wider experiences on offer and how this has enhanced learning and developed children's skills for the classroom. A wide variety of visits in line with our 10 promises, visitors and hands on experiences have contributed to this. Children have taken part in a wide variety of extra-curricular programmes

including sports, music and the arts. Children have a broader depth of knowledge and this outcome has been successful.

Outcome 6 is evidenced through the quality of lessons and their delivery to include all pupils. Recall is a key part of all lessons and helps to build upon children's prior knowledge. The use of the Recall Raccoon in lessons serves as a visual reminder to pupils. Children are more articulate and confident when discussing their learning and curriculum content.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Wellcomm Primary and EYFS	Wellcomm by GL Assessment
Sound-Write	TESS
Little Wandle	Usborne
Phonics and Reading Training	Rochdale English hub
Maths Training and Support	NW Maths hub

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

--