



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Marsh Green Primary
Number of pupils in school	411 (344)
Proportion (%) of pupil premium eligible pupils	(176) 51.2%
Proportion of children identified with SEND	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2023
Statement authorised by	Tracy Bayley
Pupil premium lead	Gill Leigh
Governor / Trustee lead	Joanne Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,030
Recovery premium funding allocation this academic year	£25,230
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£262,260

Part A: Pupil premium strategy plan

Statement of intent

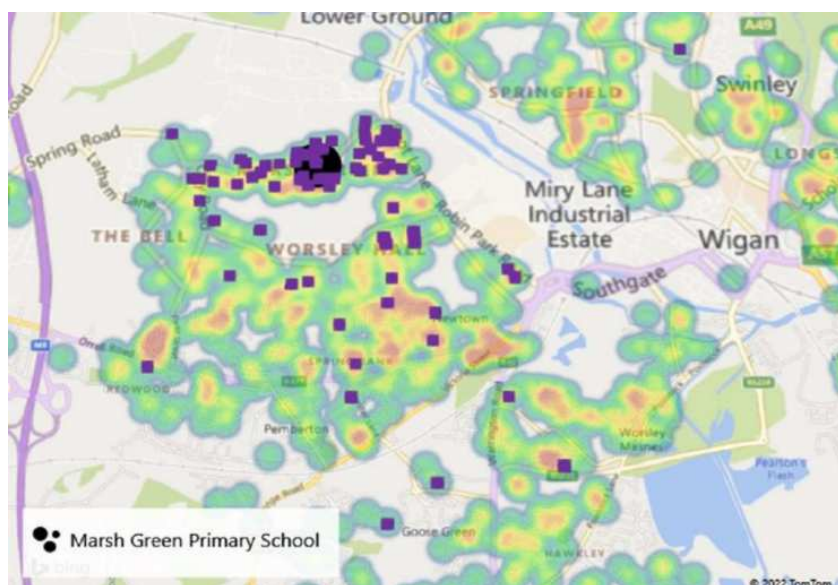
We know that school closures due to the pandemic have had a significant impact on the learning and academic progress of our pupils. Home learning was variable both on-line and via paper-based approaches. It is crucial that we ensure children have the skills on which to base all future learning and due to our known low starting points, particularly with communication and language; much of our support will focus on ensuring every child is an effective communicator.

These skills will then build through phonic knowledge using the Sound-Write approach across the whole school to develop early work-building and spelling – giving skills to support decoding throughout a child’s education.

Following phonics development, the focus will be on reading and comprehension skills to develop a child’s reading ability far beyond simply decoding to develop higher-order inference and deduction competencies.

These skills can be used across the whole curriculum to support learning in every other area.

Disadvantage comes in many forms. The plan will focus on those from low-income families, those with additional needs and those open to social care agencies. We have high expectations for all children to make good progress according to their ability and will use the Pupil Premium funding to ensure all children have access to a wide range of quality educational opportunities.



This map highlights where our children eligible for FSM (Free School meals) come from in relation to our surrounding area.

Produced by the Education Business Intelligence Unit - educationbiu@wigan.gov.uk

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

The strategy plan is based on the following principles:

- That we promote an ethos that promotes the school's motto of "**Be the Best I Can Be**", regardless of disadvantage or need.
- That we are an **evidence based school** and that decisions and interventions should be based on research and data
- That the most effective method of addressing disadvantage is through a strong focus on **improving teaching and learning**, as advocated by the EEF
- That **developing literacy** of students, especially where literacy is below chronological age is essential so that students can access the wider curriculum.
- That providing **high quality pastoral support** is essential to meet the wider needs of all students
- That the use of a robust monitoring system, **focused on outcomes**, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of PP funding
- That specific interventions should be based on **identified need**.
- That PP funding is leveraged to benefit **as many students as possible**, including non-PP students.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points of Communication and Language in EYFS
2	Low value placed on reading in the home
3	A lack of access to reading materials in the home
4	Few opportunities for the acquisition of ambitious vocabulary due to a lack of real-life experiences
5	Deterioration in the mental health and wellbeing of our pupils following the pandemic

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
<p>1. <i>Communication and Language</i> <i>To increase early language acquisition and other forms of communication – such as signing to help children express themselves</i></p>	<p>Teddy Talk, Welcomm and ELKLAN strategies will support children to develop a wide range of expressive and receptive language.</p> <p>A range of staff across EYFS and beyond will be trained in Signalong</p> <p>Pupils at the end of EYFS will achieve more closely in line with those nationally. In 2019 64% achieved GLD compared with 72% nationally. We aim to narrow the gap to less than 12 percentage points difference</p> <p>In 2022 this figure was just 26% but when figures were adjusted to take into account this was 43%, compared with 65% nationally. These children missed may early experiences but we will continue to drive to reduce the percentage point gap in line with this strategy.</p> <p>32% of our disadvantaged pupils achieved GLD. Compared with 49% nationally.</p> <p>This gap is wider than anticipated at 17 percentage points, but demonstrates the low starting points of many of our pupils.</p>
<p>2. Phonics</p> <p>Children will develop a range of phonetic skills and knowledge to hear, recognise sounds, segment and blend in order to give them confidence to tackle familiar and unfamiliar words when reading and spelling</p>	<p>Consistent approach using Soundwrite across school to develop early recognition of sounds to support reading and spelling. In 2019 57% of pupils at KS1 were successful in the phonics screening check, compared with 82% nationally. This will be reduced to narrow the gap to less than 25 percentage points.</p> <p>In 2022 this stood at 35% but when adjusted to take account of the high number of children with SEND, was 52%, compared with 76% nationally. 35% of our disadvantaged pupils achieved ARE, compared with 60% nationally. This is a gap of 25 percentage points but we need to reduce this further.</p>
<p>3. Reading</p> <p>Children will be encouraged to develop a love of learning through providing a wide range of opportunities and resources for daily access.</p>	<p>Results from 2019 show that 57% of pupils achieved ARE in reading at KS1, compared with the national average of 75%. The gap will be narrowed to less than 18 percentage points.</p>

<p>The use of VIPERS will develop higher-order skills for the comprehension of texts across the curriculum</p>	<p>In 2022 42% achieved ARE at KS1 but when adjusted for SEND this was 68%, in line with national at 68%. 40% of our disadvantaged pupils attained ARE, compared with 52% disadvantaged nationally. This is a gap of 12 percentage points</p> <p>At KS2 10% of pupils attained GDS in reading with 27% nationally. We will aim to narrow the gap to less than 17 percentage points</p> <p>At KS2 67% attained ARE, compared with 74% nationally. 62% were our disadvantaged pupils, compared with 63% nationally.</p> <p>17% attained GDS in reading with 27% nationally. 19% of disadvantaged pupils achieved this compared with 18% nationally. This indicates that our strategies take time but pay dividends in the long term.</p>
<p>4. Writing</p> <p>Children will have a wide range of opportunities to write for meaning in a variety of contexts across the curriculum</p>	<p>In 2019, 67% of pupils attained ARE in Writing at KS2, compared with 78% nationally. The gap will be narrowed to less than 11 percentage points</p> <p>In 2022 50% of our pupils attained ARE compared with 69% nationally. When adjusted for high numbers of SEND, this was 72%, taking us above. 43% of our disadvantaged attained ARE compared with 56% nationally; this is 13 percentage points difference, which is wider than anticipated and the one area many of our pupils did not experience during the pandemic.</p>
<p>5. Wider opportunities for learning and engaging pupil participation, building resilience</p> <p>To improve learning stamina and help children maintain focus, learning outside the classroom will enable children to access education in a wider variety of ways and then transfer these skills back into the classroom.</p>	<p>Children will proactively engage with lessons, practice skills of communication, social engagement, and apply real-life contexts and experiences to their learning through carefully planned lessons and learning experiences.</p>
<p>6. Improve quality of teaching and learning through the use of metacognition and ensuring children are aware of a range of techniques to support their working and long term memory</p>	<p>Children will have greater powers of recall and retention, evidenced through responses to questions and working our problems, using rapid recall of, for example, number bonds to 10 and times tables</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: £69,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
All EYFS and Y1 children to be assessed using WELCOMM and Teddy Talk to identify learning needs and individual programmes Communication Champions to be trained to deliver and support C&L interventions	EEF Early Years Toolkit indicates that C&L approaches can have a very high impact for a very low cost – up to 6 months' progress	1
All teaching staff and identified support staff to be trained in delivering Soundwrite and a 30 minute daily lesson to be dedicated to this to improve reading and spelling	EEF indicates that quality phonics programmes can have a high impact for a very low cost – up to 5 months progress	2
Specific teaching of reading comprehension through a consistent approach using the terminology VIPERS	EEF indicates that Reading comprehension activities can have a very high impact for very low cost – up to 6 months progress	3
Release for English leads to attend training programme delivered by Blackpool Learning School. – Improving Primary Literacy. Also to enable and support QA across school and to off support as necessary.	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils	1 2 3 4

Training to develop and embed Sound-Write across school	DfE 2012 recognises that the training promotes high quality systematic synthetic phonic work as the prime approach to decoding print i.e. a phonics 'first and fast' approach.	2 3
Training for staff to provide quality first teaching in oracy, phonics and reading	EPI recognises that high-quality CPD for teachers has a significant effect on pupils' learning outcomes.	1

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

Budgeted cost: £69,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist SALT support for those with an identified need – delivered within school	EEF toolkit indicates that oral language interventions have a very high impact for a very low cost – up to 6 months progress	1 2 3
Reading Plus subscription	ESSA studies show that Reading Plus has been shown to significantly improve reading achievement for diverse populations of students	3
1:1 Tutoring in addition to the school offer	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact EEF shows up to 4 months progress for moderate cost	2 3 4

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

Budgeted cost: £124,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Group support for children identified through Boxall Profile with social and emotional barriers to learning	EEF indicates that small group tuition can have a moderate impact for low cost – up to 4 months. Our evidence indicates that this has a more significant impact.	1 2 3 4 5
Developing Zones of Regulation	EEF indicates very high impact for very low cost - up to 7 months progress	5

<p>Dedicated Outdoor Learning sessions for all children across school to explore the curriculum through a different approach</p>	<p>outdoor spaces can also increase social interaction and that this too can have a positive effect on health and wellbeing Cohen and Finch (2008),.</p> <p>Outdoor play space provides chances for the highest level of development and learning. When used best, it can be a place for investigation, exploration and social interaction.” (CCRU, 2008)</p> <p>Use of the outdoors and natural features for children’s health and development can be achieved in the educational context (Mannion et. al., 2006).</p>	<p>1 5</p>
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Total budgeted cost: £262,260

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Summary of the Success of PP

Our attainment has been impacted by disruption caused by Covid-19. This is coupled with a very high percentage of pupils with SEND – currently 41%, which has had a marked impact on published results.

We set targets to reduce the gap by specified percentage points across all identified academic areas. We have seen some reductions in the first year of this plan and will endeavour to reduce these even further as programmes become embedded and children become more immersed once again in their academic learning.

The 2021-2022 figures, whilst providing evidence of the impact of the pandemic, still demonstrate that our disadvantaged pupils continue to achieve more closely to those nationally in many areas, without taking into account any with SEND.

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
Sound-Write for 20 staff	TESS
Forest School	FSTC
Maths Mastery	North West Learning Partnership
Signalong	TESS
English Training	North West Learning Partnership/ Blackpool Research School

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

We support a wide range of children through our Nurture Provision. This involves intensive support for our most vulnerable children, requiring 1:1 or very small group work, as well as some full time places, to those who access for several sessions a week or a weekly intervention. The aim of this is always to integrate back into the mainstream classroom. This can be for one or two sessions in lessons where a child can be successful to becoming fully immersed back into the classroom full time, once that child is able to regulate more successfully.