



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 | 409 (344) |
| Proportion (%) of pupil premium eligible pupils | (176) 51.2% |
| 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 | September 2022 |
| 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 Soundwrite approach across the whole school to develop early work-building and spelling – giving skills to support decoding throughout a child’s education.

Following phonic 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.

- *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>2. Phonics Children will develop a range of phonetic skills and knowledge to hear, recognise</p> | <p>Consistent approach using Soundwrite across school to develop early recognition of sounds to support reading and spelling. In</p> |

| | |
|--|---|
| <p>sounds, segment and blend in order to give them confidence to tackle familiar and unfamiliar words when reading and spelling</p> | <p>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>3. Reading Children will be encouraged to develop a love of learning through providing a wide range of opportunities and resources for daily access. The use of VIPERS will develop higher-order skills for the comprehension of texts across the curriculum</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. 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>4. Writing 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>5. Wider opportunities for learning and engaging pupil participation, building resilience To improve 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</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 | 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 Soundwrite 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 |
| Dedicated Outdoor Learning sessions for all children across school to explore the curriculum through a different approach | outdoor spaces can also increase social interaction and that this too can have a positive effect on health and wellbeing Cohen and Finch (2008), 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) | 1 5 |

| | | |
|--|--|--|
| | Use of the outdoors and natural features for children's health and development can be achieved in the educational context (Mannion et. al., 2006). | |
|--|--|--|

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?

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 |
|-------------------------|---|
| Soundwrite 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.