

Marshland Primary Academy  
Pupil Premium Strategy 2019-2020



1. Summary information					
School	Marshland Primary School				
Academic Year	2019-2020	Total PP budget	£139,637	Date of most recent PP Review	October 2019
Total number of pupils	152	Number of pupils eligible for PP	70	Date for next internal review of this strategy	July 2020
2. Current attainment					
Year Group	Subject			Pupils eligible for PP	Pupils not eligible for PP (National Average)
FS2 (4/17 children)	<b>Good Level of Development</b>			25%	74%
Year One (8/25 children)	<b>Phonics Screening Check – Expected Standard</b>			75%	84%
Year Two (3/15 children)	<b>% achieving the expected standard or above in Reading</b>			67%	78%
	<b>% achieving the higher standard in Reading</b>			33%	28%
	<b>% achieving the expected standard or above in Writing</b>			67%	73%
	<b>% achieving the higher standard Writing</b>			0%	17%
	<b>% achieving the expected standard or above in Maths</b>			33%	79%
	<b>% achieving the higher standard Maths</b>			33%	24%
Year Six (23/24 children)	<b>% achieving the expected standard or above in Reading, Writing and Maths</b>			48%	71%
	<b>% achieving the expected standard or above in Reading</b>			52%	78%

	<b>% achieving the higher standard in Reading</b>	4%	27%
	<b>% achieving the expected standard or above in Writing</b>	70%	83%
	<b>% achieving the higher standard Writing</b>	13%	20%
	<b>% achieving the expected standard or above in Maths</b>	78%	83%
	<b>% achieving the higher standard Maths</b>	9%	27%

<b>3. Barriers to future attainment for pupils eligible for Pupil Premium, including high ability</b>	
a.	Historically, children entitled to Pupil Premium had high levels of Persistent absence. Although improving, this change is recent and needs sustaining
b.	When looking at behaviour analysis data, more children who are entitled to Pupil Premium have pastoral support plans, when compared to other children at the school.
c.	Children start in our nursery below age-related expectations and a particular area of learning that needs support and intervention is speech and language. 59% of pupils in EYFS live in the most deprived households in Doncaster.
d.	45% of our children live in the most deprived households in Doncaster. A barrier to future attainment is a lack of opportunities and aspirations for our children.
e.	Low levels of reading and low value of reading in homes

4. Desired outcomes	
a.	<u>Attendance to remain above 96%</u> Recent systems for monitoring data, attendance for Pupil Premium children to become embedded. The administrative aspect of attendance data will be monitored weekly and analysis of absences and codes will be acted upon. There will be a 'key worker' approach for children who are persistently absent and Attendance Support Plans will be implemented. Case studies will continue to show the impact of any actions and support given. Persistent absence will remain in line or below National guidelines.
b.	<u>Embed Behaviours for Learning</u> There has been a significant improvement in behaviour for learning, due to the implementation of a new behaviour reward system. Behaviour data analysis shows that children receiving low number of rewards are those who are entitled to Pupil Premium and who receive additional support from the inclusion team. The desired outcome is that the behaviour of these children improves, they do not disrupt and lessons and their engagement in school reward schemes, continues to improve.
c.	<u>More Effective EYFS Provision</u> Many children who enter Foundation Stage and 'Rising Threes' are below age related expectations. Therefore, the provision needs high levels of adult:child ratio in order to accelerate progress and improve outcomes, with particular focus on providing support and early intervention to develop speech and language skills.
d.	<u>Increased Curricular Opportunities</u> Moorends is one of the most deprived areas of Doncaster and investment in the local area is limited. The children have few opportunities and this leads to anti-social behaviour in the community, which can impact on the start of the school day. The desired outcome is to engage learners with an enhanced curriculum and provide exciting learning opportunities which will inspire and aspire them to succeed.
e.	<u>Improved Attainment in Reading</u> Many of our children have limited access to a wealth of reading materials, children start in our setting at lower than age related levels. Therefore, we need to ensure we provide opportunities for pupils to hear and read good quality text and provide children with the knowledge and skills to be confident independent readers. The desired outcome is to engage children into reading for pleasure and to provide timely intervention to develop reading skills to accelerate progress and improve outcomes in reading throughout school.

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5. Planned expenditure					
Academic year	2019/2020				
Quality of Teaching for All					
Desired Outcome	Action	Evidence and rationale	Implementation	Staff lead	Review
Attendance to remain above 96%. Persistent Absence to remain below 10%	Continue to promote the importance of good attendance. Continue to improve and review reward systems.	<p>Although analysis of data shows that attendance improved last year and is now in line with National expectations, systems need to be embedded.</p> <p>Leaders know that our children respond very well to consistent, positive praise and link this strategy for improving attendance to other whole school priorities. (<b>£6,000</b>)</p>	A Senior Leader is the lead for this desired outcome. Weekly meetings and discussions are logged and data analysis presented to governors for challenge.	Head of School	January 2020
	The Inclusion Manager will have time allocated to support parents with improving their child's attendance	Partnerships with parents are continuing to improve. However, Leaders recognised the need to further develop the role of Inclusion Manager to support families choosing not to engage with school ( <b>£1,500</b> )	<p>Planned opportunities for the Head of School, Keyworkers, and Office Manager to meet. Action Plan updated regularly.</p> <p>Inclusion Manager to hold daily 'drop in' sessions and coffee mornings to help parental engagement.</p>	Head of School	Termly

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	Allocate Inclusion Support Assistant to carry out data checks.	Ensure recently implemented systems and strategies for improving attendance continue and become embedded in school practice. Continue to promote the importance of good attendance and the impact it has on pupil outcomes. <b>(£1,462)</b>	Dedicated time, on a daily basis, to check registers and then follow through on any children not in school without authorised reason. Key workers to be given time to liaise and support families to improve attendance.	Head of School	Termly
Improved Behaviour	Breakfast Club	This action continues to have a positive impact on improving behaviour in. Children come into school and have a healthy breakfast and take part in social activities. They are ready to learn at the start of the school day and therefore, the action needs to continue. <b>(£4,100 staffing) Resources and activities (£1,500)</b>	Registers monitored each half-term and School Council to contribute ideas on how the implementation can be adapted and improved.	Inclusion Manager	January 2020 and April 2020

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	<p>Continue to embed Class Dojo throughout school</p> <p>Implement Bags of Character programme</p>	<p>Last year Class Dojo was implemented into school to promote positive behaviour. Evidence shows that there are less low level disruptions to classroom learning. Children are excited to earn points to spend in the Dojo Shop. <b>(£2,000 resources)</b></p> <p>Behaviour data shows that the more aggressive incidents in school are from a minority of children, of which most are entitled to Pupil Premium. School have trained two staff members to deliver a behaviour intervention to specific children. This will impact on behaviours in classroom. <b>(CPD for Staff, overseeing survey £456.00)</b></p>	<p>Suggestions for stock in the dojo shop are encouraged from all pupils. The shop is managed by a Teaching Assistant/Inclusion manager at break times and lunchtimes.</p> <p>A stock take is undertaken weekly by the Inclusion Manager</p>	<p>Head of School</p>	<p>January 2020</p>

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More Effective EYFS Provision	Additional member of support staff	Baseline for children starting Foundation Stage One is evidence that many children's communication and language skills on entry is below age related expectations. An increase in adult:child ratios will ensure language is consistently and effectively modelled for the children. ( <b>£8,814</b> )	Learning walks, drop-ins and observations carried out to ensure this is implemented effectively.	Assistant Head teacher	January 2020
	Resources	Additional resources to enhance spoken language within continuous provision ( <b>£3,000</b> )	Audit of current resources and purchase of additional resources in order to develop children as talkers.	Assistant Head Teacher	
Raise the proportion of PP pupils achieving phonic screening in year 1 and year 2 resits	Phonic CPD  Phonic reading cards and resources  Purchase new phonic decodable reading books	Data shows that school attainment in phonics for PP children is below National.  Additional reading matter, resources and CPD for staff. ( <b>£1,000 for books</b> )	Observations and drop ins to assess quality of provision and teaching. Analysis of data	Assistant Head Teacher	Termly

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Pupils read a wide range of text to promote reading for pleasure and enjoyment	School to obtain Benchmarking and CPD for using PM Benchmarking for KS1 and KS2 support staff  CPD for PM Benchmarking  Training for all staff through reading specialist	Data shows that reading attainment in KS1 and KS2 is below age related expectations. KS 1 and KS2 SATS showed that children lacked stamina in reading. PM Benchmarking will ensure accurate reading levels. ( <b>£500</b> )   All teaching staff in KS2 to receive 5-day training by reading specialist ( <b>funded by Venn Academy Trust</b> )	Learning walks, drop-ins, formal observations, pupil voice and pupils work and data will be analysed.	English Lead and Head of School	Half Termly
Increased Curricular Opportunities	Funding to enhanced learning opportunities through educational visits	Interviews with children and their voice through the School Council indicate that educational visits/ visitors are significant in enhancing learning opportunities. ( <b>£2,000</b> )	Long-term curriculum planning ensures children have two opportunities per year for an educational visit/ visitor.	Executive Head Teacher	June 2020

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	Ukulele Sessions	<p>There is no peripatetic service available and music specialism is limited. The wider opportunities scheme through the LA had a very positive impact on children's behaviour and developing their team-building skills. <b>(£3,350)</b></p>	<p>Long-term planning ensure a tuned instrument is taught to children in Years Five and Six.</p>	Executive Head Teacher	June 2020
	Children's University	<p>Parent questionnaires and interviews with pupils request more after school clubs. The Children's University is a charity to improve engagement for children at out of school activities. <b>(£300)</b></p>	<p>Regular assemblies and passport counts and children work towards a graduation ceremony in Summer 2020</p>	Senior Leadership Team	June 2020
					<b>Total budgeted cost £35,982</b>

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Targeted Support					
Desired Outcome	Action	Evidence and Rationale	Implementation	Staff lead	Review
Improved Attendance	Key Workers linked to vulnerable families	Leaders recognise that effective relationships with parents contributes significantly to improvements in school. To extend this further, key workers will meet regularly with targeted families. This will secure improvements in attendance and also provide consistency of care for our families. ( <b>£2,925</b> )	Identified families have a key worker in place and regular meetings are held. Parents are clear on what strategies they need to use to improve their child's attendance.	Head of School	June 2020
Improved Behaviour	Establish Keyworker to support specific children for	Leaders recognise that it is the same group of children who are disrupting lessons and other interventions are not having the desired outcomes. All these children are entitled to Pupil Premium. ( <b>£5,595 staffing and £2,000 resources</b> )	Opportunities for an alternative curriculum are planned and the number of incidents of disruptive behaviour reduce significantly for this group of children.	Head of School	June 2018
	Deliver Bags of Character to Pupils	Pupils will work together with team building problem solving activities. This will promote collaborations and build social skills. ( <b>Staff to deliver programme, assess and analyse data £1200</b> )	Pupil surveys at the start and end of programme. Analysis of behaviour data. Pupil voice	Inclusion Manager	June 2020

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	One-to-one Provision for targeted children	Working collaboratively with the LA's Primary Learning Centre, targeted children need one-to-one support, including learning sessions withdrawn from the classroom. ( <b>£22,076 – staff and £3,000 – resources</b> )	Effective support plans and regular meetings between school and family will ensure these interventions are having an impact. Individual children's behaviour will improve and there will be no disruption to learning.	Head of School	June 2020
	Inclusion Support Assistant	A staff member has been allocated to work with specific pupils and families to promote positive behaviour routines and strategies in the home. This is to develop a partnership between home and school and provide consistency. ( <b>£1,872</b> )	Analysis of behaviour data, classroom observations. Voice of parent and child will all show improvements and less disruptions to learning	Inclusion Manager	Termly
More Effective EYFS Provision	NELI	During the last academic the NELI programme was implanted into FS2. Improvements in children's language skills were seen, therefore the programme will run again. ( <b>£1,200</b> )	Daily sessions by trained staff member for targeted pupils. Assessments throughout the programme. Attainment data.	Assistant Head Teacher	June 2020
The children who have participated in the ELKLAN intervention have made accelerated progress.					

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Increased Curricular Opportunities	Intervention/ booster sessions for children not on track to make end of year targets.	In-year progress for 2019 – 2020 is better for the children who have had access to a skilled learning support assistant to boost and provide intervention in an afternoon. <b>(£57,624)</b>	One Learning Support Assistant allocated per phase in order to work with children in small groups/ individual basis dependent on need. Intervention Files to log evidence and impact.	SENCo	June 2020
	Reduced cost to families for Y6 Residential Visit	Children have very few opportunities within the local community and the cost of residential limits participation. Pupil premium children access the trip at a reduced cost. <b>(£930)</b>	Generic letters sent to all parents and then targeted families contacted on an individual basis.	Executive Head Teacher	June 2020
	The Brilliant Club	Moorends is one of the most deprived areas of Doncaster and funding and investment in the area is limited. There is little to do in the community and through discussions with headteachers in the locality, lack of aspirations is a common concern. <b>(£2,780)</b>	Planning takes place during the Summer term and links are set up with a PhD student from the Brilliant Club. Two local universities are visited; a launch event and a graduation ceremony.	Executive Head Teacher	June 2018
					<b>Total budgeted cost £101,202</b>
<b>Pupil Premium Spend for Quality of Teaching for All and Targeted Support</b>					<b>£137,184</b>