

1. Summary information					
School	Marshland Primary School				
Academic Year	2020-2021	Total PP budget	£99,530	Date of most recent PP Review	October 2020
Total number of pupils	152	Number of pupils eligible for PP		Date for next internal review of this strategy	July 2021

2. Current attainment			
<i>Year Group</i>	<i>Subject</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (National Average)</i>
FS2 (4/17 children)	Good Level of Development	25%	74%
Year One (8/25 children)	Phonics Screening Check – Expected Standard	75%	84%
Year Two (3/15 children)	% achieving the expected standard or above in Reading	67%	78%
	% achieving the higher standard in Reading	33%	28%
	% achieving the expected standard or above in Writing	67%	73%
	% achieving the higher standard Writing	0%	17%
	% achieving the expected standard or above in Maths	33%	79%
	% achieving the higher standard Maths	33%	24%

Year Six (23/24 children)	% achieving the expected standard or above in Reading, Writing and Maths	48%	71%
	% achieving the expected standard or above in Reading	52%	78%

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

3. Barriers to future attainment for pupils eligible for Pupil Premium, including high ability

a.	Historically, children entitled to Pupil Premium had high levels of Persistent absence. Although improving, this change is recent and needs sustaining
b.	children who are entitled to Pupil Premium are more likely to have pastoral support plans, and so have low levels of achievement academically.
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 educational and academic aspirations for the children.
e.	Low levels of reading and low value of reading in homes
f.	SEMH issues present disproportionately with disadvantaged pupils. Many cannot self-regulate their emotions or behaviour. Some have low self-esteem and show a lack of resilience.
g.	Lack of aspiration/ imagination because of limited life experiences beyond the Moorends community

4. Desired outcomes	
a.	<p><u>Attendance to remain above 96%</u></p> <ul style="list-style-type: none"> • Following the school closure in response to the coronavirus pandemic we are aware that there may be a drop in attendance due to parental anxiety and this will need to be monitored carefully particularly in relation to pupil premium children and lost learning opportunities. • Systems that have been implemented during the previous academic year have not yet become embedded due to the school closure; they will need to be reinforced. • 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.	<p><u>Embed Behaviours for Learning</u></p> <ul style="list-style-type: none"> • Before the school closure a minority of children's poor behaviour was impacting upon the school and the other pupils. In order to address this the behaviour policy has been reviewed and adapted to better meet the needs of the pupils at Marshland. • The role of the Inclusion Manager has been addressed and will now focus on working with key children to support them in developing better behaviours for learning. • The Inclusion Manager will also be supporting staff to develop a range of positive behaviour techniques implementing the ethos of the new behaviour policy. • The desired outcome is that the behaviour of these children improves, they do not disrupt lessons and their engagement in school reward schemes, continues to improve.



<p>c.</p>	<p><u>More Effective EYFS Provision</u></p> <ul style="list-style-type: none"> • Many children who enter Foundation Stage and 'Rising Threes' are below age related expectations, particularly in the prime areas. Therefore, the provision in Foundation Stage 1 is given a high level of adult: child ratio in order to accelerate progress and improve outcomes with the aim of them being 'school ready'. • Following on from school and nursery closures, we are aware that these baselines may be significantly lower this academic year. The staff will prioritise providing early support and intervention to develop speech and language skills.
<p>d.</p>	<p><u>Increased Curricular Opportunities</u></p> <ul style="list-style-type: none"> • Moorends is one of the most deprived areas of Doncaster and opportunities to move beyond the boundaries of Moorends are limited. The children have few opportunities and low aspirations for their education and their future careers. This academic year we are launching a new bespoke curriculum, which has been designed with the local area at the centre of it. • The desired outcome is to engage learners with an enhanced curriculum and provide exciting learning opportunities, which will inspire and aspire them to succeed. • Embedded within the curriculum are '50 Marshland Moments' which provide the children with a range of memorable experiences to enhance their cultural capital and provide them with a love of learning.
<p>e.</p>	<p><u>Improved Attainment in Reading</u></p> <ul style="list-style-type: none"> • We need to ensure we provide opportunities for pupils to hear and read good quality texts, participate in rhymes and songs and provide children with the knowledge and skills to be confident independent readers. • We wish to provide the youngest children with a bank of core familiar nursery rhymes and songs that they know 'off by heart' and a love of story time. • We aim to engage children into reading for pleasure and to provide a rigorous and systematic approach to the development of early reading skills and knowledge with interventions to assist those children with the acquisition of phonics knowledge. <p><u>SEMH</u></p> <ul style="list-style-type: none"> • Identified children will work through the programme 'Bags of Character' to develop team work skills, taking turns skills and friendship skills • 'Top of the Traingle' children will receive 1:1 sessions from the behavioural team to help them better regulate their emotions – how many sessions children will receive will depend upon need • The school will access support from a range of outside agencies including B.O.S.S. and CAMHS team to support those children with more complex needs • The behavioural team will operate drop-in sessions to work with parents to better support the needs of their children

Lack of aspiration and Imagination Beyond Moorends

- Children will experience visits to places beyond the local community
- Visitors will be invited to visit the school to talk about their careers to enhance the children 's experiences of the world of work

5. Planned expenditure							
Academic year		2020/2021					
1. Quality of Teaching for All							
Desired Outcome	Action	How many PP pupils will benefit?	Evidence and rationale	Implementation	Staff lead	Review	Impact
Attendance to remain above 96%. Persistent Absence to remain below 10% (a)	Effectively communicate with parents and carers the importance of attendance despite the current climate.	All PP children	Newsletters and website will inform parents of attendance and importance of all children being in school Absences will all be logged and phone calls and home visits will be noted on CPoMs. Every day any absence will be followed up by a phone call If no contact is made – every two day absence there will be a home visit	Letters, texts, Academy website to provide information to parents. There extra focus on attendance as the children return after Covid with every absence been followed up by a phone call home and if necessary a home visit.	Head of School Inclusion Manager and Admin Officer	Fortnightly Daily	

	To analyse weekly the attendance data.	All PP pupils	<p>Weekly minutes from the meeting between Admin Officer and Head of School to identify any trends and families who may require additional support. To address any minor attendance issues before they become more significant.</p> <p>1 hour x 5 x 38 weeks = £1,805 (admin)</p> <p>1 hour x 38 weeks = £433.80 (Behaviour lead)</p>	<p>Admin Officer to print of SIMS data each week and Head of School and Admin Officer to analyse the data and identify and action any issues. Data analysis presented to Executive Head and Governors for challenge.</p>	<p>Head of School</p> <p>Admin Officer</p>	Each week	
Develop a whole school approach to improving attendance. (a)	To create a culture of accountability to attendance throughout the school.	All PP pupils	<p>Log attendance concerns from all members of staff during the weekly Monday morning minutes. Teachers to record on CPOMs any concerns and discussions with parents regarding attendance. To develop a shared responsibility for attendance throughout the school.</p> <p>None</p>	Attendance will be an item in the weekly morning minutes.	Head of School	Weekly	

<p>Children aspire to achieve 100% attendance. (a)</p>	<p>Rewards that celebrate 100% attendance for individuals and whole class attendance.</p>	<p>All PP pupils</p>	<p>Certificates and trophies will be awarded for 100% attendance and best class attendance. Pupils will be awarded Dojo points for attendance 1 pupil in each class will receive a bag of popcorn each week for attendance</p> <p>Certificates £100 Popcorn £114</p>	<p>In weekly celebration assemblies, a trophy for the best class attendance will be awarded. Best seats in the House will be selected from the pupils that have 100% attendance from the previous week. 100% attendance certificates and book awarded each term.</p>	<p>Head of School Admin Officer</p>	<p>Weekly Termly</p>	
2. Targeted Support							
<p>To develop better self -regulation skills in a minority of pupils who have identified behavioural needs. (b)(f)</p>	<p>To write and embed a new more positive behaviour policy through reoccurring staff training sessions.</p>	<p>All PP pupils</p>	<p>Incidents of poor behaviour recorded on CPOMs will be reduced by 25%. A reduction in exclusions by 50%. More visible rewards for good behaviour.</p> <p>To further develop a more reward based behaviour policy that at all times rewards the children for making good decisions.</p> <p>To create a calm learning environment where all children feel safe.</p> <p>3 x training support staff (3 hour) £313.50 3 x training DRA staff (1.5 hours) £89.25</p>	<p>Review CPOMs data and incidents logged on a weekly basis. Inclusion Manger on the playground at playtime and dinnertime supporting staff when dealing with incidents. Inclusion Manager having daily/weekly sessions with key</p>	<p>Inclusion Manager Head of School SLT</p>	<p>Half Termly (review)</p>	

			9 x training teaching staff (6 hours) £1,125	children to support them.			
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To focus on the good behaviour that takes place in the Academy. (b)	Continue to embed Class Dojo throughout school.	All PP pupils	<p>Resite the Dojo shop to a more central location. Reviewed and simplified the reward system for Dojos. Through pupil voice (school council), restock the shop with items that appeal to upper Key Stage 2 children. Enabling all staff, including DRAs to award Dojo points. Member of staff to take children to Dojo shop to choose items Weekly collating of points by one member of staff</p> <p>(£3,000 resources) £340 – 1 hour x member of support staff to take children to the shop £375 – 1 hour staff member to collate dojo points</p>	<p>Weekly stock take to be completed. Popular items to be replenished. Dojo points are logged and tracked for each individual pupil.</p> <p>All children have the opportunity to be rewarded for their good behaviour.</p>	<p>Head of School Deputy Inclusion Manager</p>	Weekly	
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<p>To enable identified pupils in Year 3 to work with their peers and communicate effectively within a team. (b)(f)</p>	<p>Implement Bags of Character programme.</p>	<p>10 PP pupils</p>	<p>To reduce the number of incidents of poor behaviour recorded on CPOMs by 50% in Year 3.</p> <p>To develop the pupils communication and teamwork skills to enable them to interact with their peers in a more positive manner.</p> <p>2 members of staff x 1.5 hours x 38 weeks £550 Resources £100</p>	<p>To assess all year 3 children in order to select the 10 pupils who will most benefit from the programme.</p> <p>Two staff members will deliver the bags of character programme to those identified children on a weekly basis.</p>	<p>Inclusion Manager Deputy Inclusion Manger</p>	<p>Weekly</p>	
<p>For a higher proportion of Foundation 1 children to be at age related expectations in all Prime Areas by the end of Summer 2 in preparation for starting Foundation 2. (c)</p>	<p>To improve pupil: staff ratios in the EYFS unit.</p>	<p>All PP pupils in FS</p>	<p>Baseline all children in FS1 and FS2 on entry Repeat assessments weahc term and identify children who are falling behind or require extra support (Following the school closure, it is anticipated that the gap between pupil premium and non-pupil premium will be wider than previous years.)</p> <p>An increase in adult: child ratios will ensure that children are quickly identified when additional intervention is required.</p>	<p>Accurate baseline and assessment data to be collected and analysed. Pupils will be identified to receive additional intervention and adult focus and interaction.</p>	<p>Assistant Head Teacher Head of School</p>	<p>Termly</p>	

			Resources have been carefully selected and purchased to promote language and collaborative play. (£2,000)resources £25,000 extra teacher (0.5)				
To develop further imaginative and collaborative play between pupils, supporting the Prime Areas of learning. (c)	Research and purchase open ended, gender-neutral resources to enhance the continuous provision throughout the Foundation Stage unit.	PP children in FS1 and FS2	More children accessing all aspects of the wider continuous provision regardless of gender. To encourage all children to access all areas of the provision. To avoid enforcing gender stereotypes through the continuous provision within the setting. (£1,500) resources	Audit of current resources and purchase of additional resources. Provision mapping to be used as a form of observation to demonstrate that individual pupils are accessing all areas of the curriculum.	Assistant Head Teacher Head of School	Termly	
3. Other approaches							
For all children to receive a broad and balanced curriculum that raises their	To review and create a new curriculum that accurately matches the National Curriculum with a	All pupils	The new curriculum will be launched and displayed on the website. The curriculum incorporates aspects of the local area particularly history and geography.	To work with Danny Kenny (a member of the Venn team) and subject leads to review the current curriculum	Head of School	Termly	

<p>aspirations and promotes a love of learning. (d)(e) (g)</p>	<p>focus on utilising the local areas and provides enhanced learning opportunities.</p>			<p>and devise a bespoke curriculum. To produce Long Term Plans, Medium Term Plans and Unit Plans for all subjects.</p> <p>12 hours x 11 teacher x 3 x a year £12,000</p>			
	<p>To purchase resources to enhance lessons and experiences matched to the new curriculum.</p>	<p>All pupils</p>	<p>Enhanced learning experiences for all children when resources are planned for and used well to supplement the curriculum. Pupils participate in active lessons to help embed learning and understanding.</p>	<p>Subject leads to research and purchase appropriate resources to support all unit plans. (£6000)approx. £500 per subject</p>	<p>Subject Leads</p>	<p>Every 6 Weeks</p>	
	<p>To ensure that all children are provided with experiences and opportunities which create ore and wonder through '50 Marshland Moments'.</p>	<p>All pupils</p>	<p>The pupils will each have a folder containing certificates demonstrating that they have experienced '50 Marshland Moments'. Photographs will be shared on the school website and via twitter. The children will have a collection of positive memories to fondly remember their time at Marshland and their childhood.</p>	<p>Identify where the '50 Marshland Moments' will be planned for and occur in each year group. Certificates will be created, one for each 'moment'. Purchase every pupil a display folder for the children to collect their certificate.</p>	<p>SLT Classroom Teachers</p>	<p>Termly</p>	

				<p>A text message will be sent home to parents/carers when their child achieves a certificate and their child's folder will be available to be viewed at parent's evenings. (£500 for folders £100 for certificates)</p>			
	<p>Funding to enhanced learning opportunities through educational visits.</p>	All pupils	<p>Appropriate educational trips and visitors are identified on the long term plan. Many of the children do not have the opportunities to visit a wide range of cultural venues with their families/carers.</p>	<p>Long-term curriculum planning ensures children have two opportunities per year for an educational visit/ visitor. (£10,000)</p>	Class Teachers	Yearly	
	<p>To provide all children with an identical school PE kit to develop a sense of community.</p>	All pupils	<p>Each pupil has an identical PE kit (not footwear). Only 25% of the children were previously bringing a school PE kit. When attending interschool tournaments there was no sense of school identity. Many of the children has no PE kit at all and were sitting out of PE lessons. Some of the PE kits provided by the</p>	<p>Purchase T-shirts, shorts and a PE bag for all children. Letter to inform parents that their child will be provided with a PE kit, which will remain in school. To regularly launder the kit in no biological wash powder.</p>	<p>Head of School PE Lead</p>	Yearly	

	<p>Purchase music support from the LEA to enable all children in Year 4 and 5 to learn to play a musical instrument (ukulele).</p>	<p>All Year 4 and Year 5 pupils</p>	<p>parents were not appropriate or safe for the pupils to wear.</p> <p>Pupils perform virtual assemblies for parents and the school community. Some children go on to purchase their own ukulele. We wish to broaden the pupil's experiences and encourage a love of music and performing.</p>	<p>(£2,000)</p> <p>For the peripatetic music teacher employed for an afternoon every week to deliver ukulele lessons to the year 4 pupils and the year 5 pupils (approx. an hour for each year group). Performance to be held once a term (virtually) to parents and the school community.</p> <p>(£2,500)</p>	<p>Head of School</p> <p>Music Lead</p>	<p>Yearly</p>	
	<p>Purchase a MFL scheme (French) to promote the learning of a language in Key Stage 2.</p>	<p>All Ket Stage 2 pupils</p>	<p>For all pupils in Key Stage 2 to be able to communicate orally and using the written word in French. To appreciate other cultures and languages. To enable them to feel part of a global community.</p>	<p>To research and purchase a suitable MFL programme for Years 3-6 to support teachers in delivering a weekly MFL lesson (French).</p> <p>(£750)</p>	<p>Head of School</p> <p>MFL Lead</p>	<p>Termly</p>	

	<p>Enable all children to attend a residential trip in Key Stage 2.</p>	All Year 6 PP pupils	<p>All children regardless of financial consideration to attend residential in a two key stage 2 year groups. For all pupils to experience a night away from home. To support pupils developing self-reliance and independence when away from home.</p>	<p>To research and book a residential trip for all children a year group (this year two year groups will attend due to the cancellation of the previous academic year's trip because of COVID). If finances are a major factor in a pupil not being able to attend then the Academy will fund the place. (£3,000)</p>	SLT	Yearly	
	<p>Intervention/ booster sessions for children not on track to make end of year targets.</p>	All SEND and PP pupils	<p>Produce a provision map for the academy for interventions. TAs to record all booster sessions and interventions accurately. SEN team to produce folders to record information in. Class teachers to deliver booster sessions after school/lunch times/during school holidays.</p>	<p>To narrow the gap between pupil premium and non pupil premium children. To analyse the effectiveness of the interventions that the school offers. Demonstrate a coherent approach to interventions across the Academy. To support the year 6 pupils in achieving the</p>	Class Teachers	Termly	

				best result possible and prepare them for secondary school.			
				(£20,000)			

E) To raise the level of attainment in pupil premium children in Reading and Phonics. (e)(d)	Research and purchase class texts that complement the new curriculum.	All pupils	In the LTP, identify appropriate texts for all year groups to match the curriculum. Quality texts will ensure that reading is embedded in the new curriculum.	Research and purchase the selected texts. (£1,500)	SLT	Yearly	
	Work in partnership with Liz Kenny form the Literacy Hub to assess areas for improvement in the teaching of phonics and reading.	All pupils	Liz Kenny will produce reports of the progress made within the Academy to share with the Executive Head/Academy Trust and Governors. To utilise the expertise of an experienced English Lead from outside of the Academy Trust to offer a new perspective.	Initial meeting with Liz Kenny in September to identify needs for the years and create an action plan. Implement points outlined in the action plan. (£1,500)	Phonics Lead English Lead Head of School	Termly	
	To embed the David Reedy five day approach to shared reading in Key Stage 2 and introduce the process in Year 2	All pupils	A coherent approach to reading across Key Stage 2 that all staff and pupils understand. This was beginning to have an impact before the school closure.	To ensure new teachers have appropriate training to enable them to deliver shared reading.	English Lead	Termly	

	during the Summer Term.	All pupils	To develop the children's skills in reading comprehension which will become second nature so that they can unpick unfamiliar texts independently.	Observations and books scrutinises to ensure consistency and continuity in the delivery and recording of shared reading. To introduce shared reading in the summer term to Year 2. (£2,000)	SLT English lead	Termly Termly	
	To raise the profile of reading with parents through the purchase of reading book bags for all pupils. Workshops to be held to support parents to help their children's reading and phonics acquisition.	All pupils	A higher percentage of children will be listened to read three times a week at home. The parents have improved confidence and skills when hearing their children read. This will be evidenced through evaluation forms completed by parents and carers. Parents to engage with the Academy and their children to support them with the development of phonics and reading skills.	Regular communication to parents regarding the importance of reading. Offer workshops to parents in F2, KS1 and KS2. At parents evening reading at home will be discussed. Children who are listened to read three times a week at home will receive rewards. (£1,500)	English Lead Phonics Lead	Monthly	

	<p>To set up a free book box in the Academy reception area for children and adults to enable them to have books in the home.</p>	<p>All pupils</p>	<p>Ask for donations and purchase new and high quality second hand books suitable from babies to adults. For all of the families at Marshland to have access to books in their home to promote a love of reading for all.</p>	<p>Purchase a book box for the reception area. Regularly promote the free book box in the newsletter and on twitter. Ask the local libraries if they would donate any surplus books. Ask staff for donations. <i>All books will be held for 72 hours before being added to the box, in line with COVID guidance.</i> (£500)</p>	<p>SLT</p>	<p>Termly</p>	
	<p>Develop a bespoke data analysis system to better identify those children who may be at risk of falling behind in phonics and reading.</p>	<p>All pupils</p>	<p>Work with Venn team to set up a data management system appropriate to the needs of the Academy to enable all staff to input and access data to support them during pupil progress meetings and when setting up intervention programmes.</p>	<p>Head of School and Venn team to generate a data analysis system for teachers to input termly data. Expectation that teachers are using this data to analyse the progress and attainment of pupil premium children against non pupil premium children and</p>	<p>Head of School Trust Teaching and Learning Lead</p>	<p>Termly</p>	

Marshland Primary Academy

Pupil Premium Strategy 2020-2021



				identify strategies to reduce any gaps.			
				(£2,000)			
						Total budgeted cost	£100,202