# 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

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| Detail | Data |
| School name | Marshland Primary Academy |
| Number of pupils in school | 152 |
| Proportion (%) of pupil premium eligible pupils | 50% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022 |
| Date this statement was published | 5th October |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | Mrs Sarah Hall |
| Pupil premium lead | Mrs Sarah Hall |
| Governor / Trustee lead | Mrs S Breckell |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £91,463 |
| Recovery premium funding allocation this academic year | £5,220 |
| 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 | £96,683 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| All children at Marshland Primary Academy,regardless of their starting points, will make expected progress in reading, writing and maths as a result of quality first teaching. All children will access a broad and balanced curriculum, with well-planned learning opportunities embedded within it.  Phonics and early reading is a key priority at marshland and we aim to provide all children with increased opportunities to read well-matched books and to develop a love of reading, shared with parents and carers at home.  In addition to this, we will provide a pastoral support service for pupils, with a particular focus on emotional literacy. We will aim for disadvantaged pupils to increase their attendance at school, and to reduce the rate of persistent absenteeism. Improved, regular attendance will contribute to closing the gap between themselves and non-disadvantaged pupils; we expect **all** children to engage positively in all aspects of academy life.  We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Some children entitled to pupil premium have multiple barriers to learning that impedes their progress and attainment. |
| 2 | Children entitled to pupil premium are less likely to learn at home, especially with reading to an adult. This is a particular challenge for our younger children. |
| 3 | There are limited life experiences and opportunities to join in enrichment opportunities within the local area. |
| 4 | Children entitled to pupil premium are persistently absent from Marshland. |
| 5 | Children have low starting points when they enter Marshland’s nursery, especially in the area of communication and language development. |

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## 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.

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| Intended outcome | Success criteria |
| Pupils make at least expected progress in reading, writing and maths. | - Analysis of data will identify where the gaps in attainment are and as a result of quality first teaching, these gaps will close.  Children who are entitled o pupil premium will make at least expected progress. |
| Further opportunities for homework to reinforce reading and maths. | - Improved phonics screen check results for children by the ned of Year Two.  - Increased rates of progress in reading in all age groups.  - Children’s ability to quickly recall number facts improves. |
| Children entitled to pupil premium will have improved attendance and their rates of persistent absenteeism will reduce. | - Attendance of identified children/ families entitled to pupil premium increases.  - The number of children who are persistently absent will be less than the national figure. |
| Pupils access a wide range of enrichment experiences both in and out of school. | - All children will attend enrichment activities; funding will not be a barrier to engagement.  - Pupil surveys reflect enjoyment in school and improved attitudes to learning. |

**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: £ *£54,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * Effective CPD to ensure quality first teaching for all pupils. | The EEF Guide to the Pupil Premium – Autumn 2021 | 1, 2 and 5 |
| * Coaching sessions for teachers to improve subject knowledge and leadership | 1, 2 and 5 |
| * Maths, Reading and Writing have high priority on school development plan. | 1 and 2 |
| * Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. | EEF – Teaching and Learning Toolkit  *One-to-one and small group tuition has a high impact on pupil progress.* | 1 and 2 |

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

Budgeted cost: £ *20,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * Plan interventions for children not on track in phonics and early reading. | EEF – Teaching and Learning Toolkit  *One-to-one and small group tuition has a high impact on pupil progress.* | 1, 2 and 5 |
| * Training for Emotional Support Learning Assistant and timetable groups. | EEF – Teaching and Learning Toolkit *Metacognition and Self-Regulation* |  |
| * Retain staffing structure in EYFS to include early starters in nursery | EEF – Early Years Toolkit  *Beginning early years education at a younger age appears to have a high positive impact on learning outcomes.* | 1 and 5 |

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

Budgeted cost: £ *22,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * Improve provision and intervention programmes for children with social and emotional needs. | EEF – Teaching and Learning Toolkit  *Behaviour Interventions* | 1 and 4 |
| * Establish workshops for parents in Foundation Stage. | EEF – Early Years Teaching and Learning Toolkit *parental engagement has a positive impact on average of 4 months additional progress… these are typically more effective with parents of young children* | 1, 2 and 5 |
| * Develop opportunities for children entitled to pupil premium to adopt leadership roles within Marshland, in order to improve wellbeing and raise aspirations. |  | 3 |
| * Promote cultural capital experiences promoted in addition to the curriculum. | Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. | 3 |
| * Reduce the cost of the residential trip cost for children entitled to pupil premium | When learning is supported by an educational visit, the children develop first-hand experiences to bring back to the classroom. The educational visit promotes team-building and problem solving skills. It is an enhanced opportunity for Marshland children. | 3 |
| * Ensure effective systems for monitoring attendance. | Department for Education (DfE) – 2016  - The higher the overall absence rate across KS2, the lower the likely level of attainment at the end of the key stage  - Pupils with **no absence** are 1.3 times more likely to achieve expected level or above, than pupils that missed 10-15% of all sessions | 4 |

**Total budgeted cost: £** *95,000*

# 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.

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| Attendance to remain above 96%  • 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.  Impact  Effective relationship have been established with parents through a key worker approach and this has led to the improvement of attendance for some targeted families. Attendance rate is 95% with PA being 15.5%. There is further work to do in improving attendance.  Embed Behaviours for Learning  • 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.  Impact  The policy has been reviewed with support rom the Trust’s CEO who is a specialist in behaviour culture. This impacted on the children entitled to pupil premium who were demonstrating challenging behaviours in a regular basis. Their behaviours improved and the incidents reduced. They have successfully transitioned to Year Seven.  More Effective EYFS Provision  • 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.  Impact  EYFS provision at Marshland is a strength. Children come into nursery with low starting points and leave the end of Foundation Stage Two in line with national figures. At the end of EYFS, 76% of children achieved a god level of development, and 75% of children entitled to pupil premium achieved the same.  Increased Curricular Opportunities  • 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.  Impact  This has been limited due to Covid. The curriculum is effectively planned and as appropriate, children have taken part in enrichment activities, including a residential trip in Year Six.  Improved Attainment in Reading  • 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.  Impact  Early Years  GLD data is: 2019 – 67% (PP - %), 2020 – 61% (PP - %), 2021 – 76% (PP – 75%)  Phonics  End of Year One: 2019 – 75% (PP - 75%), 2020 - 76% (PP - 25%), 2021 – 80% (PP – 78%)  End of Year Two 2019 - 80% (PP - 67%), 2020 – 72% (PP - 75%), 2021 – 93% (PP – 100%)  Year Two  2019 – EXS+ 67% and GDS 47% (PP – EXS+ 67% and GDS 43%)  2020 – EXS+ 72% and GDS 24% (PP – EXS+ 88% and GDS 13%)  2021 – EXS+ 80% and GDS 33% (PP – EXS+ 75% and GDS 38%) |