

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Marshland Primary Academy
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	5 th October
Date on which it will be reviewed	October 2023
Statement authorised by	Mrs Sarah Hall
Pupil premium lead	Mrs Sarah Hall
Governor / Trustee lead	Mrs S Breckell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,025
Recovery premium funding allocation this academic year	£9,425
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	£99,450

Part A: Pupil premium strategy plan

Statement of intent

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.

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.

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
Pupils make at least expected progress in reading, writing and maths.	<ul style="list-style-type: none"> - 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 to pupil premium will make at least expected progress.
Further opportunities for homework to reinforce reading and maths.	<ul style="list-style-type: none"> - Improved phonics screen check results for children by the end 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.	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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: £ £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Effective CPD to ensure quality first teaching for all pupils. 	The EEF Guide to the Pupil Premium – Autumn 2021	1, 2 and 5
<ul style="list-style-type: none"> Coaching sessions for teachers to improve subject knowledge and leadership 		1, 2 and 5
<ul style="list-style-type: none"> Maths, Reading and Writing have high priority on school development plan. 		1 and 2
<ul style="list-style-type: none"> Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. 	<u>EEF – Teaching and Learning Toolkit</u> <i>One to one and small group tuition has a high impact on pupil progress</i>	1 and 2

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Plan interventions for children not on track in phonics and early reading. 	<u>EEF – Teaching and Learning Toolkit</u> <i>One to one and small group tuition has a high impact on pupil progress</i>	1, 2 and 5

<ul style="list-style-type: none"> • Training for Emotional Support Learning Assistant and timetable groups. 	<u>EEF – Teaching and Learning Toolkit</u> <i>Metacognition and Self-Regulation</i>	
<ul style="list-style-type: none"> • Retain staffing structure in EYFS to include early starters in nursery 	<u>EEF – Early Years Toolkit</u> <i>Beginning early years education at a younger age appears to have a high positive impact on learning outcomes.</i>	1 and 5

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

Budgeted cost: £ 17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Improve provision and intervention programmes for children with social and emotional needs. 	<u>EEF – Teaching and Learning Toolkit</u> <i>Behaviour Interventions</i>	1 and 4
<ul style="list-style-type: none"> • Establish workshops for parents in Foundation Stage. 	<u>EEF – Teaching and Learning Toolkit</u> <i>Parental engagement has a positive impact on average of 4 months additional progress... these are typically more effective with parents of young children</i>	1, 2 and 5
<ul style="list-style-type: none"> • Develop opportunities for children entitled to pupil premium to adopt leadership roles with -in Marshland, in order to improve wellbeing and raise aspirations. 		3
<ul style="list-style-type: none"> • Promote cultural capital experiences promoted in addition to the curriculum. 	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	3
<ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • Ensure effective systems for monitoring attendance. 	<p><u>Department for Education (DfE) – 2016</u></p> <ul style="list-style-type: none"> - 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: £ 100,500

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 2021 to 2022 academic year.

Pupils make at least expected progress in reading, writing and maths.		
End of Year Assessment	Children entitled to PP	Not-PP children
Good Level of Development	100%	67%
Phonics – Year One	86%	78%
Phonics – End of Year Two	86%	82%
Reading – Year Two	71%	73%
Writing – Year Two	57%	64%
Mathematics – Year Two	71%	91%
Reading – Year Six	77%	67%
Writing – Year Six	85%	67%
Mathematics – Year Six	77%	67%
Combined – Year Six	69%	67%

Further opportunities for homework to reinforce reading and maths.

- The introduction of the phonics scheme Little Wandle resulted in a purchase of e-books for children in Reception and Key Stage One. Regular monitoring shows that there are more children reading at home and parental support is improving. This priority remains a focus for securing further improvements in early reading outcomes.
- An additional set of reading books has been purchased to support home reading, linked to Little Wandle, for those parents who find internet access difficult.

Children entitled to pupil premium will have improved attendance and their rates of persistent absenteeism will reduce.

- There were a number of initiatives to improve attendance.
 - o Weekly rewards were given to the class with the highest attendance rates. As a result of the investment in this priority, persistent absenteeism for children entitled to PP reduced from 24% to 14% over the past academic year.
 - o Children who were persistently absent had their own targeted reward system and again, investment in rewards led to some improvements.
- Persistent absenteeism for children entitled to pupil premium still needs to remain a priority.

Pupils access a wide range of enrichment experiences both in and out of school.

- Throughout the last academic year there has been an increase in enrichment activities through clubs, both at lunch and after school.
- As part of the full curriculum offer, educational visits have supported learning and the contributions we receive from parents are limited. The pupil premium grant is used to support the funding of these visits, ensuring they take place and that learning is enhanced as a result of these.
- There are limited opportunities for children to access enrichment opportunities. Children entitled to pupil premium were able to access holiday provision for each school holiday (with the exception of Christmas).