

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Marshbrook First School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£38,280	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	145	<b>Number of pupils eligible for PP</b>	Funding based on 29 (last Oct)	<b>Date for next internal review of this strategy</b>	July 2020

2. Current attainment (2018-19)						
	<i>Pupils eligible for PP (your school)</i>			<i>Pupils not eligible for PP (national average)</i>		
<b>% achieving expected standard in reading, writing &amp; maths at end of KS1</b>	80%	80%	80%	75%	70%	76%
<b>% making expected or better progress in reading</b>	85%			%		
<b>% making expected or better progress in writing</b>	92%			%		
<b>% making expected or better progress in maths</b>	92%			%		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Social and emotional issues affecting learning behaviours that support independent learning, expectations and aspirations
<b>B.</b>	The majority (around 85%) of pupil premium children's attainment is below average on starting school
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>C.</b>	Poor attendance. Average attendance of pupil premium children is below that of non-pupil premium children (91% for 2017-18 & 91% for 2018-19), resulting in gaps in learning. Of those pupils that are persistent absentees, most of them are eligible for pupil premium.
<b>D.</b>	Lack of support at home with reading, homework etc
<b>E.</b>	A number of children arrive without having had breakfast
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
<b>A.</b>	Close the attainment gap.
<b>B.</b>	Pupils experience breadth of extra-curricular activities and experiences
	<i>Success criteria</i>
<b>A.</b>	All pupils will make at least expected progress or better
<b>B.</b>	All pupils from Y1 say that they access at least 1 extra-curricular activity. All pupils attend a good range of trips and residential

C.	Attendance of pupil premium pupils is the same as that of other pupils	Attendance of pupil premium pupils increases
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## 5. Planned expenditure

<b>Academic year</b>	<b>2019-20</b>
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Close the attainment gap - All pupils make at least expected progress with many making better</b>	Children encouraged to have a growth mindset and 'visible learning skills' that promote positive learning behaviours. Children encouraged to become assessment capable through the use of targeted feedback and self-evaluation against clear success criteria.	When pupils have a growth mindset they are more likely to achieve/succeed (Carol Dwek) Sutton Trust Research and John Hattie's Visible Learning research indicate that feedback and self-regulation have a high effect size.	Lesson observations Learning walks Book trawls Standardised tests and gap analyses	DS	July 2020

### ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Close the attainment gap - All pupils make at least expected progress with many making better</b>	Teaching assistants provide additional support in the afternoons in each class to deliver precision teaching of phonics, reading, spelling skills and number and intervention programmes take place on a daily basis for children not achieving expected levels of attainment with the aim of 'plugging gaps' and reducing the attainment gap.	Plug gaps in learning resulting from absence or misconceptions to ensure that the children do not fall behind.	Precision teaching and records of intervention kept to show progress.	DS	July 2020

	Readiness to learn: Teaching assistant in each classroom to support pupils emotional wellbeing. Milk and fruit provided for pupils to ensure they are not hungry/thirsty.	Maslow's hierarchy – basic needs must be met before learning can take place.			
	Course of one to one tuition for selected children	Sutton Trust research indicates an impact of + 5 months	Use trained teacher and tuition plan	DS	July 2020
<b>Total budgeted cost</b>					£30,180
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children have access to a broad range of extra-curricular events and activities	Pay for pupil's trips and extra-curricular activities when required. Send letters to parents and advertise on newsletter.	Pupils from lower income families are less likely to be able to access a broad range of activities and experiences. 69% of Y1+ pupils currently attend an extra-curricular activity	Monitor uptake Use pupil voice	DS	July 2019 (Trips approx. £1,500) (Clubs approx. £4,500)
Children complete their homework	Children invited to lunchtime homework club.  Children can access electronic games that support school work, at home (My Maths, Sum Dog, Bug Club).  Volunteers recruited to hear children read.	Sutton Trust research shows homework to have a positive effect size.	Monitor uptake	DS	July 2020 (£250)
Attendance of pupil premium pupils is the same as that of other pupils	Buy in Education Welfare support from a private company	Private company will carry out timely home visits, meet with parents, provide action plans for pupils whose attendance is becoming a concern.	Termly monitoring of attendance figures for pupil premium pupils	DS	July 2020 (£1850)
<b>Total budgeted cost</b>					£8,100

<b>End of year Evaluation</b>	
<b>Desired Outcome</b>	<b>Actual Outcome</b>
During the school year of 2019/20 the worldwide pandemic of Covid-19 caused the school to close from March 2020 to June 2020 (July for Years 2, 3 and 4). Therefore, we have reported the performance of our disadvantaged children pre the school closure.	
Close the attainment gap.	89% of pupils were on track to make at least expected progress in reading and maths and 85% in writing with many on track to make better than expected progress.
Pupils experience breadth of extra-curricular activities and experiences	73% of pupil premium pupils accessed an after school club in the 2019 Autumn term
Attendance of pupil premium pupils is the same as that of other pupils	Overall, pupil premium attendance From September 2019 to February half term 2020 was below that of non-pupil premium, 94.5% compared with 96% . A small number of children can make a big difference to the data in a small school, but this continues to be an area we will be working on.