

Pupil premium strategy statement (primary)

1. Summary information					
School	Marshbrook First School				
Academic Year	2020-21	Total PP budget	£40,581	Date of most recent PP Review	Sept 20
Total number of pupils	147	Number of pupils eligible for PP	Currently 29, funding based on 29 (last Oct)	Date for next internal review of this strategy	July 2021

2. Current attainment (2018-19)		No nationally comparable results for 2019-2020 due to lockdown				
		<i>Pupils eligible for PP (your school)</i>			<i>Pupils not eligible for PP (national average)</i>	
% achieving expected standard in reading, writing & maths at end of KS1		80%	80%	80%	75%	70% 76%
% making expected or better progress in reading		85%			%	
% making expected or better progress in writing		92%			%	
% making expected or better progress in maths		92%			%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Social and emotional issues affecting learning behaviours that support independent learning, expectations and aspirations
B.	The majority (around 70%) of pupil premium children's attainment is below average on starting school
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	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, the majority of them are eligible for pupil premium.
D.	Lack of support at home with reading, homework etc
E.	Lack of opportunities to access extra-curricular activities
F.	A number of children arrive without having had breakfast
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Close the attainment gap.	All pupils will make at least expected progress or better
B.	Pupils experience breadth of extra-curricular activities and experiences	All pupils from Y1 say that they access at least 1 extra-curricular activity. All pupils attend a good range of trips and residential (pandemic dependent).
C.	Attendance of pupil premium pupils is the same as that of other pupils	Non-covid related attendance of pupil premium pupils increases

5. Planned expenditure

Academic year	20120-21
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How we 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 and estimated cost	When will you review implementation?
Close the attainment gap - All pupils make at least expected progress with many making better	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. Progress and gap analyses	DS	July 2021
	Support pupils to develop the social and emotional skills they need to achieve through the whole school Trick Box programme	Children are unlikely to perform at their full potential if their basic needs are not met (Maslow's Hierarchy of Needs) Bournemouth University Psychology Department 2017-19 Improvement in children's ability to manage their feelings and make constructive choices –	Observations Pupil voice interviews/discussions with pupils	DS/all teachers Additional resources £535	July 2021
Total budgeted cost					£535

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 and estimated cost	When will you review implementation?
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Close the attainment gap - All pupils make at least expected progress with many making better	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 other intervention records kept to show progress.	All teachers £30,000 towards cost of TAs	July 2021
	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 when arriving at school.	Maslow's hierarchy – basic needs must be met before learning can take place.	Observations Discussions with TAs & Teachers		July 2021
	Course of small group tuition for selected children through the National Tutoring programme.	Sutton Trust research indicates an impact of + 5 months	Use of trained staff and tuition plans	DS (£1,500 approximately)	After each 15 week course
	Through the HOPE Project, provide support to pupils to ensure that they are mentally ready to learn.			DS/MF £400 membership/ment or fee plus cost of staff to run sessions (£3,043)	July 2021

Total budgeted cost £34,943

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and estimated cost	When will you review implementation?
Children have access to a broad range of extra-curricular events and activities, increasing their cultural capital	Pay for pupil's trips and extra-curricular activities when required. Send letters to parents and advertise on newsletter. At least 1 child in Y3 or 4 to access the Awards for Young Musicians Programme NB pandemic will have a significant impact on the availability of extra-curricular clubs	Pupils from lower income families are less likely to be able to access a broad range of activities and experiences. 69% of Y1+ pupils in July 2019 attended an extra-curricular activity	Monitor uptake Pupil voice interviews	DS (Trips approx. £1,500) (Clubs approx. £2,000)	July 2021

Children complete their homework	Children invited to lunchtime homework club. Volunteers recruited to hear children read. NB Homework club and volunteers are unlikely to continue during the pandemic	Sutton Trust research shows homework to have a positive effect size.	Monitor uptake	DS	July 2021
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 (£1850)	July 2021
Total budgeted cost					£8,100

End of year Evaluation	
Desired Outcome	Actual Outcome
Close the attainment gap - All pupils make at least expected progress with many making better	Maths – 81% of pupils made expected progress with 19% making more. 10 pupils benefited from Maths tutoring through the NTP. Reading – 81% of pupils made expected progress with 33% making more. 75% of Year 2 pupils passed the phonics screening check. Writing – 85% of pupils made expected progress with 22% making more. 9 pupils benefited from English tutoring through the NTP.
Children have access to a broad range of extra-curricular events and activities, increasing their cultural capital	All events and clubs that could take place within the covid restrictions did. An after school club was set up for each bubble – take up was good.
Children complete their homework	Homework clubs and volunteers were not able to go ahead due to covid restrictions. All pupils were provided with remote learning and laptops were offered to all who needed them. Pupils who were not engaging were offered places in key worker groups.
Attendance of pupil premium pupils is the same as that of other pupils	Pupil premium attendance was 96.4%. Whilst this was not as high as non-pupil premium attendance (97.5%) it is much higher than the last recorded national pupil premium attendance figure (94.4%).

