

Pupil premium strategy statement 2022 - 2025

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.

Updated sections in red for end of July 2023

School overview

Detail	Data
School name	Marshside Primary School
Number of pupils in school	171 rising to 180 end of 2023
Proportion (%) of pupil premium eligible pupils	29% - 33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	January 2022
Date on which it will be reviewed	July 2022, July 23
Statement authorised by	Andy Brown
Pupil premium lead	Natasha Sandland
Governor / Trustee lead	Derek Aitken

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,145 2022/23 - £66,800 2023/24 – £69,840
Recovery premium funding allocation this academic year	2021/22 - £3118 2022/23 - £8,012 2023/24 -
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	2021/22 - £61,263 2022/23 - £74,812

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	2023/24 -
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Part A: Pupil premium strategy plan

Statement of intent

Marshside Primary School is committed to ensuring maximum progress for all groups of children and strives to ensure all pupils make the best possible progress. We have a strategic approach to using Pupil Premium funding. Regular monitoring and evaluation ensure correct strategies for support are in place and are effective.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. At Marshside there are a range of barriers faced by pupils eligible for Pupil Premium funding. These are complex and varied with no one single difficulty faced by all. Some common barriers include:

Challenge number	Detail of challenge
1	Attendance rates and punctuality for children eligible for Pupil Premium funding can be an area of concern for some individuals, which affects their readiness to learn and attain well.
2	Children enter school with lower than average number understanding and struggle to make sense of number. Methods previously taught have not expanded upon the application and reasoning within maths.
3	Phonic and spelling difficulties – data has shown over time our PP children enter school with a lower expected phonic level ability.
4	There is a significant lack of comprehension and language development. Quality reading resources and texts have not been readily available. There has been an over reliance on the digital world.
5	Pupil Premium children have limited life and first-hand experiences of the world and lack engagement in extra-curricular activities.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The SLT and Sefton Attendance & Welfare will work with families where attendance is a concern • Employment of Learning Mentor to work with families around attendance. • Strong relationships between school (SLT / trained support staff) and Pupil Premium families result in pupils attending more regularly. • DfE National Breakfast Programme in place to offer Pupil Premium children with a healthy breakfast on entry to classrooms each morning.
Improved maths attainment for disadvantaged pupils at the end of EYFS, KS1 and KS2.	<p>At the end of each phase/KS disadvantaged children will be broadly in line with their peers.</p> <ul style="list-style-type: none"> • Pupil Premium children will be identified by teachers and support staff to enable targeted support during lessons. • Pupil Premium children will be monitored during termly pupil progress meetings to identify gaps in learning and plan for interventions to accelerate progress. • Pupil Premium children will receive 15 hours of School-Led Tutoring (from Jan 2022) to address their specific needs. • Employer of an Academic Mentor to support pupil premium children in conjunction with class teachers and subject lead for maths. • Pupils will reach or surpass the expected standard in end of KS1 and KS2 SATs. • Staff training in Maths No Problem and Jigsaw, etc. Leading to improvements in teaching and learning and an increase and improvement in maths progress and attainment.
Improved reading and spelling attainment among disadvantaged pupils.	<p>At the end of KS1 disadvantaged children's phonics scores will be in line with peers. At the end of KS2 spelling scores will be in line with national average.</p> <ul style="list-style-type: none"> • Pupil Premium children will be assessed regularly to ensure they are within age related expectations. • Pupil Premium children will receive targeted and timely intervention to improve phonics and spelling scores.

	<ul style="list-style-type: none"> • Employer of an Academic Mentor to support pupil premium children in conjunction with class teachers and subject lead for English. • Staff to receive addition training and support in RWI phonics, Freshstart, RWI Spelling and Language and Literacy in school and through regular development days.
Improved language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils including providing enhanced learning experiences	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • A wide range of extra-curricular activities will be offered and subsidised (if payment is required) for Pupil Premium children. • Discounts and subsidies will be made for Pupil Premium families for trips, visits, residential trips and peripatetic music tuition from Sefton Music Service.

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: 2021/22 - £45,263, 2022/23 - £55,000, **2023/24 - £60,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff to support whole school phonics, reading and writing and maths strategies in conjunction with BSquared assessments for children with SEND.	EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all children and has a particularly positive effect on children eligible for the Pupil Premium.	2,3,4,5

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Use the services of our own SALT who will train and supports TA's delivering quality intervention.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p>	3,4
<p>Purchase of enhancements to DfE validated Systematic Synthetic Phonics programme (RWI) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p>	3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access MNP resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	2
<p>Funding for experienced teaching assistants to support learning across the phases. TAs will work with existing teachers to team teach and work independently with groups for Maths and English. TAs will also deliver planned interventions.</p> <p>Employment of Academic Mentor specifically focussed on targeting PP children.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2,3,4

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

Budgeted cost: **2021/22 - £12,500, 2022/23 - £15,000, 2023/24 - £15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for reading, writing and maths.	EEF evidence: High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of highquality 1:1 and small group tuition as a catch-up strategy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3,4,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. English hub day visits to verify practice and CPD from RWI to continue ensure QFT.	3
School-Led Tutoring to begin for Pupil Premium children from Jan 2022 and continue through 2023/24.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2,3,4
Small group EYFS oral early language interventions e.g. NELI	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4

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

Budgeted cost: 2021/22 - £3,500, 2022/23 - £5,000, **2023/24 - £5,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school in support of the DfE Behaviour Hub.	Both targeted interventions and universal approaches can have positive overall effects Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Employment of Learning Mentor to support families in improving attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
All PP children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This includes afterschool clubs and subsidised access to the residential for Year 5&6 PP children	Provision of a range of initiatives to extend children's experiences see www.Gov.uk/publications/the-pupilpremium-howschools-are-spendingthe-funding-successfully . Education Endowment Trust Toolkit	5

Total budgeted cost: 2021/22 - £61,263, 2022/23 - £75,000, 2023/24 - £85,000

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.

Due to Covid-19, there was no external testing during 2020-2021. Internal assessments and data indicated steady progress throughout the year for reading for Pupil Premium children, with disadvantaged pupils making good or exceeding progress overall.

Phonics has shown a rapid improvement and a steady picture compared to 2019 (46%). 2023 the data end of year 1 shows 87% children achieving the phonics screening.

The introduction of MNP and a more robust maths scheme and assessment has shown a growth in progress made across KS2 and therefore the scheme was purchased for KS1 in 21/22 and purchased for EYFS for summer 2022. End of year data for KS2 in 2023 shows 74% of children at least achieving the expected standard in maths. In English at the end of KS2 in 2023 89% of children scored at least the expected standard for reading, 81% for SPAG and 70% for writing 9this was also moderated by the LA).

Support staff were deployed to give targeted support to Pupil Premium children and data indicates a steady increase in progress throughout the year for reading, writing and maths. The progress of SEND children has improved due to them receiving QFT within their class setting.

Externally provided programmes

Programme	Provider
RWI Phonics	RWInc
RWI Language and Literacy	RWInc
RWI Spelling	RWInc
RWI Freshstart	RWInc
RWI Comprehension	RWInc
iSPIRE	EPS
IDL	IDLGroup
Maths No Problem	Maths No Problem

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Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We used Beanstalk to support our Service Child. This is a reading programme that supported the child's specific reading need linked also to their dyslexic tendencies.
What was the impact of that spending on service pupil premium eligible pupils?	Teacher observed improvements for the child within their day to day reading and assessment scores.

