

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Detail	Data
School name	Marshbrook First School
Number of pupils in school	151 (Sept 22)
Proportion (%) of pupil premium eligible pupils	24 pupils=16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 22-23
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Local Governing Committee
Pupil premium lead	Becky Nixon
Governor / Trustee lead	Mrs Sally Griffiths

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,625.00
Recovery premium funding allocation this academic year: School-led Tutoring Grant	£7,035.00
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	£41,976.00

Part A: Pupil premium and recovery premium strategy plan

Statement of intent

As a small school, with a small number of disadvantaged pupils, much of our data is statistically insignificant. However, being a small school means that we can analyse which pupils are underachieving and why and create more personalised provision.

We will draw on evidence of effective practice when deciding upon the best use of the funding.

Our main objectives are:

- to narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- for all disadvantaged pupils in school to reach Age Related Expectations by the end of Year 4.

To be able to achieve these objectives, we know that disadvantaged pupils must make faster progress than non-disadvantaged pupils. Class teachers know which pupils are eligible for the pupil premium and assume responsibility for accelerating the progress of those individuals who are not achieving their potential. Pupil progress is tracked and the impact of interventions recorded.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to the Early Years Foundation Stage in all areas (70-80% below expected)
2	Weak Language and Communication skills
3	Social and emotional issues which affect the learning behaviours that support independent learning, expectations and aspirations
4	Attendance and Punctuality issues.
5	Lack of support at home with reading and other homework
6	Lack of opportunities to access 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
Achieve at least the expected standard at the end of year 4 in Reading	All children make at least expected progress each year, with many making more.
Achieve at least the expected standard at the end of year 4 in writing	All children make at least expected progress each year, with many making more.
Achieve at least the expected standard at the end of year 4 in maths	All children make at least expected progress each year, with many making more.
Make at least expected progress in phonics	All pupil premium children pass the phonics screening check in year 1 or 2
Attendance of pupil premium children is good	Attendance of pupil premium children is 96% or above

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: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Talk for Writing (£1,500)</i> <i>Non-fiction focus</i>	Talk for Writing: Review of related research Roger Beard (2019)	1, 2 and 3

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

Budgeted cost: £32,476.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention (NELI) (£1672.00)	Education Endowment Foundation - children receiving the NELI programme made the equivalent of 3 additional months' progress in language	1 and 2
TT Rockstars (£158.00) Sumdog (409.50) and Numbersense (£75.00)	The Effectiveness of Computer-Aided Instruction on Math Fact Fluency Joseph Scott Bochniak (2014)	1 and 3
Precision teaching, pre-teaching and small group intervention sessions run by teaching assistants (£22,810.50) and/or academic mentor	Sutton Trust research indicates an impact of + 4 months	1,2,3 and 5
Additional, school based tutoring (reading and maths) £7,351.00	Sutton Trust research indicates an impact of + 4 months	1,2,3 and 5

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

Budgeted cost: £8,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Helping Our Pupil's Emotions - HOPE ProjectMembership/psychologist support and training plus staffing cost (£4,200)	Mifsud, C., & Rapee, R. M. (2005) Early Intervention for Childhood Anxiety in a School Setting: Outcomes for an Economically Disadvantaged Population. Mental Health in South Staffordshire Schools HOPE by Rachel Rayner	3
Access to extra-curricular trips and activities, increasing cultural capital (£3,500)	EEF physical activity +1 month	6
Purchase support from VIP education for addressing attendance issues	Attendance has a direct correlation to attainment (DfE)	5

Total budgeted cost: £41,976.00

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.

Our internal assessments show that less than 1/3 of pupils enter school at or above the expected standards in reading, writing and maths, but as pupils progress through the school more catch up and 88% of our Year 4 pupil premium pupils have left the school at or above the expected standards in reading, writing and maths.

This year our pupil premium pupils have not achieved as well at KS1. The provision and interventions that we have put in place have been successful for many of the children. Although overall attendance in 2021/22 was lower than in the preceding years at 95%, it was higher than the national. Pupil premium attendance is lower than that of other pupils at 93% and there are a higher percentage of persistent absentees.

The pupils that have not achieved well are those with poor attendance, those that have very chaotic home lives, or those with specific learning difficulties.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reading	Staffordshire Educational Psychology Service
Turnabout Programme (improving memory)	Turnabout Education
Nuffield Early Language Intervention (NELI)	Nuffield Foundation