

Pupil premium strategy statement – Marsh Hill Primary School

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.

School overview

Detail	Data
Number of pupils in school	412 (Autumn 2021)
Proportion (%) of pupil premium eligible pupils	42.48%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3-year plan (2021 to 2024)
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr. J. Cusack
Pupil premium lead	Mrs. R. Leavey
Governor / Trustee lead	Mr. P. Basil

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250,170
Recovery premium funding allocation this academic year	£26,970
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 66,730
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	£343,870

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Strategy Plan of Marsh Hill Primary School aims to ensure that children who are disadvantaged, due to household income or personal circumstances, still fully participate in the aspirational education that we offer. Our plan aims to break down any academic or social barriers facing children so that they can thrive whilst at Marsh Hill Primary School and be fully prepared for the next stage of their education.

Marsh Hill Primary School utilises the Pupil Premium Grant and Recovery Premium Grant to ensure that disadvantaged pupils:

- Attend school regularly and consistently, at least in-line with National Averages.
- Receive the highest quality levels of teaching and learning from skilled staff with up to-date training.
- Have access to a wide range of appropriate resources, including ICT equipment, to help them in their schooling and remote learning.
- Are very-well supported, mentally, academically and socially. We aim to rapidly close any identified gaps in learning as well as ensure children are happy and healthy.
- Receive specialised support where identified; for example, speech and language.

The Pupil Premium Strategy Plan at Marsh Hill Primary School works towards achieving these objectives by:

- Carefully monitoring attendance and punctuality so that attendance is at least in-line with national data. We also aim to reduce any pupil's persistent absences, and support and work with parents so that attendance in school rapidly improves. We celebrate and promote good attendance through our 'Attendance Parties' and work with parents in a supportive manner where we have attendance and punctuality concerns.
- Train, coach and mentor our teachers and teaching assistants to ensure that their practice and pedagogy is best-suited to the needs of the children, so that they can make good or better progress. By using the Recovery Premium, newly appointed teachers will lead on targeted 1:1/1:3 interventions thus impacting on closing the gaps.
- Purchasing high-quality resources in-line with subject action plans and the school development plan, and evaluating the impact of these resources.
- Implementing robust practices to ensure that children who may fall behind in their learning are very well-supported.
- Working with Beacon Behaviour Support and Foundations 4 The Future to give children access to mental health and emotional wellbeing when/if they require it.

- Working with Urban Devotion Birmingham, a Christian charity that are delivering a Mental Health project across school called 'Head Space', giving children access to mental health and emotional wellbeing support if/when they require it.
- Tracking the progress of each and every disadvantaged pupil, evaluating the impact of the support that they have been given to ensure it is suited to their needs and money well-spent.

Challenges

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

Challenge number	Detail of challenge
1	Academic progress and attainment.
2	Speech and language development/ EAL.
3	Mental health and emotional wellbeing.
4	Families accessing the right support.
5	Deprivation.

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
Identify disadvantaged pupils falling behind and plan for support so that the gap between PP and non-PP is narrowed and minimised.	The use of coaching, monitoring of learning and fortnightly year group meetings with Phase Leaders to identify key priorities in pupils learning, curriculum and next steps. This will be from EYFS-Year 6.
Recruit three additional teachers to support disadvantaged pupils with personalised tutoring and targeted group support to close the gaps in learning due to Covid19 across EYFS, KS1 and KS2.	Monitor teaching and learning so that pupils are not falling behind. Pupils who need the support are quickly identified and support/intervention is put in place. Regular monitoring is carried out by SLT and subject leaders. (Books, Learning walks and Pupil Progress meeting).
Monitoring the quality of teaching and learning in all year groups so that PP children are not falling behind. Where pupils are falling behind, plan for intervention and good quality first teaching.	Further develop the use of the assessment tracker for each year group to identify pupils who are falling behind and plan next steps so that outcomes are in line with ARE.
Develop quality first teaching through team teaching and peer coaching.	Track EYFS pupils following Baseline and WellComm assessments and plan for support in identified areas of learning.
	Record targeted interventions on Scholar Pack system so they can be reviewed and

	measured regularly at Phase and Pupil Progress Meetings.
<p>Support and develop children’s language and communication in Reception/KS1 through structured speech and language support.</p> <p>Recruit a Speech and Language Therapist part time to deliver SAL sessions to identified pupils across EYFS/KS1.</p> <p>Support and develop Newly Arrived children’s language development through structured Racing to English support.</p>	<p>Number of EYFS children who are on ‘Green Stage’ by the end of EYFS increases.</p> <p>Number of Year 1 children who are on ‘Green Stage’ by the end of Y1 increases.</p> <p>Number of Y2 children passing their phonics screening increases.</p> <p>Children make good progress from their starting points.</p> <p>Children in EYFS are well supported through Wellcomm Speech and Language Programme.</p> <p>Newly Arrived children are well supported with the Racing to English programme.</p>
<p>Provide mental and emotional wellbeing and support / family support for PP pupils to support them in their learning and coping strategies through Beacon Support and Foundations 4 The Future services.</p> <p>Pastoral Team (Pastoral Lead, Foundations4 the future Mentor and Learning Mentor (on secondment)) to provide mental and emotional wellbeing and support to identified pupils to support them in their learning and coping strategies.</p>	<p>Children have access to speak openly about any concerns or worries that affect their mental health and emotional wellbeing in school and at home.</p> <p>Children are emotionally resilient to the challenges of post-pandemic; rapid support put in place from pastoral team and/or external services where identified (child-specific/class workshops).</p> <p>Pastoral Lead to analyse school pastoral referrals and mentoring sessions data to review and plan further support children.</p>
<p>Provide individualised early help/family support for those identified families.</p>	<p>DSLs to be the first point of contact for early help/family support. Each DSL to manage their own families so that the family has one point of contact who oversees their support.</p>
<p>Contribute in helping to relieve local deprivation issues.</p>	<p>Pupil Premium children can access breakfast club free of charge. Children are provided with a free snack at morning break time. This will help children able to concentrate and focus in class.</p> <p>Pastoral team provide food bank vouchers to families in need.</p>

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: £67,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
T&L Curriculum resources, Assessment resources (Target Tracker £1600, Subject area resources £7000)	Children must have access to a wide range of quality curriculum resources, that they can use at home and at school, in order to facilitate learning across the curriculum.	1
Recruitment (£45,000)	Recruit additional teacher to deliver targeted interventions and tutoring across EYFS. Targeted teaching has been seen to be effective in closing the gaps in learning, Education Endowment Foundation research.	1
CPD Outstanding Subject Leadership and Deep Dive Toolkit CPD (£3000) The National College subscription (£1000) Beacon Support (£4000) Cover to release subject leads to support staff (£6000)	The Education Policy Institute found that High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. Teacher CPD may be a cost-effective intervention for improving pupil outcomes. CPD programmes generally produce positive responses from teachers, in contrast to other interventions. Increasing the availability of high-quality CPD has been shown to improve retention problems, particularly for early career teachers.	1

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

Budgeted cost: £134,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellcomm resources</p> <p>Part Time Speech and Language Therapist. (£10,000)</p> <p>Racing to English (£45)</p>	<p>The Education Endowment Foundation found that, on average, speech and language approaches have a high impact on pupil outcomes with 6 months of additional progress (7 months for Early Years children), esp. when staff receive quality training.</p> <p>Oral/speech and language interventions are most effective when they occur regularly.</p>	<p>1 and 2</p>
<p>PP Staffing (3 x new target Teachers (£90,000)</p> <p>1x TA (£24,250)</p>	<p>The Education Endowment Foundation found that, on average, teaching assistant interventions can provide a large, positive impact on learners' progress. However, it is how they are deployed that is key to the success. The impact is at its highest when there is targeted deployment to key groups or individuals and, in addition, where the T's are well trained with up-to-date CPD.</p> <p>Other findings from the Education Endowment Foundation demonstrate that small group tuition can also have a positive impact (+4 months) on learners' progression.</p> <p>Additional staffing also means that additional, quality feedback can occur, which has a very high impact for a very small cost.</p>	<p>1 and 2</p>

<p>Third Space Learning National Tutoring Programme (£10,000)</p>	<p>Other findings from the Education Endowment Foundation demonstrate that small group tuition can also have a positive impact (+4 months) on learners' progression.</p>	<p>1</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £141.975

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide mental and emotional wellbeing and support / family support for PP pupils to support them in their learning and coping strategies through Beacon Support and Foundations 4 The Future services.</p> <p>Pastoral Team (Pastoral Lead, Foundations4 the future Mentor and Learning Mentor (on secondment)) to provide mental and emotional wellbeing and support to identified pupils to support them in their learning and coping strategies.</p> <p>(£46,225, £25,000) (SEND TA x 27 days - £2700)</p> <p>Pastoral Lead leads on monitoring Attendance and supporting families.</p> <p>(Attendance parties £500)</p> <p>Beacon behaviour Support services (£4000)</p> <p>Foundations4TheFuture (£13,000)</p> <p>Iris Adapt (behaviour record system £700)</p> <p>Marvellous Me (Parent communication system £700)</p>	<p>Research and evidence shows that pastoral support raises attendance. Within school, our data shows that since having a robust Pastoral team, attendance, behaviour and wellbeing has improved.</p> <p>As a school, our pastoral referrals have increased since the pandemic, families have suffered with bereavement and required direct support. Many families received weekly food packages and food bank vouchers along with being signposted to appropriate agencies.</p> <p>As a school our attendance figure over the last academic year was in line with national at 93.44%, this is a result of the pandemic. If the pandemic codes were taken out of our attendance figures, our school attendance would have been 97.24% last academic year which is the highest it has been in 10years.</p> <p>Research shows: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>School data shows that behaviour incidents over the last academic year had reduced following pastoral support and intervention.</p> <p>Research shows: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Foundation4theFuture deliver one to one and peer mentoring sessions. Research shows: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	<p>3 and 4, which then impacts on 1</p>

<p>Forest School Level Practitioner (£7,000) Level 3 Forest School Training (£650) Nominal Fee to rent woods offsite (£2500)</p>	<p>Outdoor learning is known for building skills in listening, social skills, team building and resilience. In response to Covid19, we have researched Forest Schools in the local area and are collaborating with another local school to deliver weekly forest school sessions to our vulnerable/pupil premium pupils as an alternative intervention.</p> <p>Research into outdoor learning and adventures shows: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	
<p>Deprivation Funding / Support</p>		
<p>Breakfast Club (£9000) (£2000 storage and resources)</p>	<p>The COVID-19 pandemic saw an approximate increase of 20% of our pupils become eligible for the Pupil Premium Grant. Many of our families accessed the COVID-19 resilience/hardship fund during this time. By providing breakfast club free of charge to disadvantaged pupils, we know that we are providing a small contribution to help tackle local deprivation. New resources and storage purchased for breakfast club.</p>	<p>5</p>
<p>Healthy Snacks (£7500)</p>	<p>The COVID-19 pandemic saw an approximate increase of 20% of our pupils become eligible for the Pupil Premium Grant. Many of our families accessed the COVID-19 resilience/hardship fund during this time. By providing a mid-morning piece of fruit and milk free of charge to disadvantaged pupils, we know that we are providing a small contribution to help tackle local deprivation and we know that by providing children with an snack and calcium for bone development.</p>	<p>5</p>
<p>Extra-curricular activities Minibus (£5000) Subsidise trips and transport (£14,000) After school clubs (£1000)</p>	<p>Families on low income/unable to pay for children's extra-curricular learning. By providing allocated free places to disadvantaged children, allows for them to receive experiences outside of school that they may not have. This will support our curriculum intent. Outcomes of this will be to enhance children's opportunities and for the children to learn from these. Examples: Residential trips, educational visits.</p>	<p>5</p>

Uniform funding (£500)	To support low income families and newly arrived families. Families are supported with the purchasing of school uniform.	5
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Total budgeted cost: £343,870

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.

Diminish the difference between Pupil Premium and Non Pupil Premium children to raise the attainment who achieve ARE (esp. post-COVID-19): Target carried over due to national lockdown and bubble closures. Staff have been very well supported in identifying the gaps in the learning in order to set starting points for the curriculum subjects. INSETs and CPD to continue to further help this. Internal data shows the gaps are narrowing.

Targeted support for EYFS pupils with an additional teaching assistant. / Provide language and communication support to Reception/KS1 and EAL pupils through external services.

Nuffield Early Language Intervention programme was delivered, interventions improved children's speech when they were able to be in school and have daily interventions but due to lockdown and bubble closures, the interventions were carried over into Year 1. Children's speech and language needs on entry to Reception is high and so this target is carried over using Wellcomm.

Improved outcomes in English and Maths and to diminish the difference between pupil premium and non-pupil premium pupils. Year 3 and 4 pupils received high quality music lessons and 1:1 elective lessons to enrich their experiences and foster individual talents. Due to bubble closures, pupils took the guitars home to continue to have lessons virtually. No impact seen yet due to national lockdown and bubble closures.

Develop quality first teaching through team teaching and peer coaching: All teaching of computing and close reading is at least good meaning that children are very well supported and challenged in school. Due to new SDP targets, new staff and an ECT the target is to be carried forward. The National College subscription has given staff the opportunity to develop their subject knowledge pertinent to their needs across the year.

Social, Emotional and Behavioural support. Pastoral and Family support work. Support for Vulnerable pupils to address social and emotional barriers, improve self-esteem and confidence levels. See data given in wider strategies section with pastoral/attendance figures.

Families and community: Pastoral Lead (DSL) and pastoral team meet half termly to discuss needs of our families.

Make a contribution in helping to relieve local deprivation issues: Target carried over due to pupils enjoying, and benefiting from, their morning fruit snack and milk.

Enrichment. To ensure all pupils entitled to the PPG have access to school visits and ensure that they are not disadvantaged regarding finance: Target carried over due to residential trips and educational visits being cancelled due to covid19.

Support vulnerable pupils with SEMH needs through providing experiences outside of the classroom. Target carried over due to not being able to book staff onto Forest School Training.

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
Maths – Third Space Learning	Virtual Class Limited
Writing	Wordsmith
Reading	Pearson – Bug Club, Phonics Bug
Music	Birmingham Music Hub
Behaviour/ Mental Health/Emotional Wellbeing	Beacon Behaviour Support
Mentoring/ Mental Health/Emotional Wellbeing	Foundations 4 The Future

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not Applicable.
What was the impact of that spending on service pupil premium eligible pupils?	Not Applicable.