

Pupil premium strategy statement – Marsh Hill Primary School 2022-2023

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	414 (January 2022)
Proportion (%) of pupil premium eligible pupils	44.4% (184 pupils)
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 2022
Date on which it will be reviewed	September 2023
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	£252,070
Recovery premium funding allocation this academic year	£26,390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 15,773
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	£294,233

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, tutors through the NTP 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 Forest Schools Birmingham to deliver weekly Forest School sessions as a pastoral intervention with identified pupils. Training a member of staff to become a Forest School Practitioner to embed Forest Schools within school.
- Working with Beacon Behaviour Support and Foundations 4 The Future to give children access to mental health and emotional wellbeing when they require it.

- Working with Urban Devotion Birmingham, a local organisation that are deliver Play Therapy giving children access to mental health and emotional wellbeing support when they require it. They are also providing counselling services to identified pupils and family members.
- 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.	<p>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.</p> <p>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).</p> <p>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.</p> <p>Track EYFS pupils following Baseline and WellComm assessments and plan for support in identified areas of learning.</p>
Sept 2022 – Recruit an EYFS teacher and teaching assistant to support disadvantaged pupils to close the gaps in learning.	
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.	
Develop quality first teaching through team teaching and peer coaching.	

	Record targeted interventions and review 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 SALT 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>Recruit a Learning Mentor to strengthen the Pastoral Team and to provide support to identified pupils. (Sept 2022)</p> <p>Pastoral Team (Pastoral Lead, Foundations4 the future Mentor and Learning Mentor 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> <p>Provide school uniform when needed for struggling families.</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: £72,384

Activity	Evidence that supports this approach	Challenge number(s) addressed
£11,284 T&L Curriculum resources, Assessment resources Subject area resources: Target Tracker £1600 Lexia £3850 MBooks £1500 Grammasaurus £395 Literacy Shed £330 Wordsmith £1000 Computing £2609	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

<p>CPD (£16,100)</p> <p>White Rose Maths CPD session £1700 White Rose Maths Subscription £900</p> <p>PE – Dance/Gymnastics teacher CPD £2500</p> <p>The National College subscription (£1000)</p> <p>Beacon Support (£4000)</p> <p>Cover to release subject leads to support staff (£6000)</p>	<p>The Education Policy Institute found that High-quality CPD for teachers has a significant effect on pupils' learning outcomes.</p> <p>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.</p> <p>Teacher CPD may be a cost-effective intervention for improving pupil outcomes.</p> <p>CPD programmes generally produce positive responses from teachers, in contrast to other interventions.</p> <p>Increasing the availability of high-quality CPD has been shown to improve retention problems, particularly for early career teachers.</p>	<p>1</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £76,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellcomm resources</p> <p>Part Time weekly Speech and Language Therapist. (£5250)</p> <p>Specialist SALT Teaching Assistant (£25,000)</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>2 x target Teachers to deliver 1:1/1:3 tutoring to identified pupils in KS2 (£90,000 total but only pay 40% - £36,000 approx)</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 to tutor identified pupils in Maths (£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>

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

Budgeted cost: £144,925

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, Urban Devotion Birmingham and Foundations 4 The Future services.</p> <p>Pastoral Team (Pastoral Lead, Foundations4 the future Mentor and Learning Mentor to provide mental and emotional wellbeing and support to identified pupils to support them in their learning and coping strategies.</p> <p>PM £46,225 LM £25,000</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>Urban Devotion Birmingham (£4300 Play Therapy. £2000 Counselling)</p> <p>Iris Adapt (behaviour record 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. As a result of the recent energy crisis and reduction of Universal Credit, our families are relying more so on food banks and additional support from the school and community.</p> <p>As a school our attendance figure last academic year was above national at 93.1%,(National was 90.9%). Currently our attendance is still above National at 96.4%, National is 93.9%. Pupil Premium PA is below National at 16.55%, National is 21%.</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>

Marvellous Me (Parent communication system £700)		
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<p>Forest School Practitioner (£8000) 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)</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 a snack and milk we are providing calcium for bone development.</p>	<p>5</p>
<p>Extra-curricular activities</p> <p>Minibus (£5000) Subsidise trips and transport (£15,000) Residential Trip £2000 After school clubs KDDK, Cooking (£2800)</p> <p>Uniform £700</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.</p> <p>Examples: Residential trips, educational visits.</p>	<p>5</p>

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Total budgeted cost: £294,233

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 2022 to 2023 academic year.

Identify disadvantaged pupils falling behind and plan for support so that the gap between PP and non PP is narrowed and minimised:

ARE outcomes	Reading	Writing	Maths
Non Pupil Premium	73%	73%	66%
Pupil Premium	73%	69%	72%

Recruit an additional EYFS teacher to support disadvantaged pupils to close the gaps in learning: EYFS Baseline data showed only 18% were on track to achieve a GLD, after intensive interventions the GLD is now 73%. National data will be released in November 2023

Support and develop children's language and communication in Reception/KS1 through structured speech and language support. Recruit a speech and language therapist to target identified pupils:

Table below shows progress and impact of number of pupils at Age Related Expectations in Autumn 22 and Summer 23

Year group	Autumn 2022	Summer 2023	Increase at ARE
EYFS	28%	76%	48%
Year 1	0%	56%	56%
Year 2	0%	93%	93%

Provide mental and emotional wellbeing and support/family support for PP pupils. SLT and the Pastoral Team meet half-termly to discuss needs of our families. The pastoral team support families of vulnerable pupils through Early Help, external agencies and in school mentoring support. The impact of this support is evident through the reduction of behaviour incidents across school, improved attendance and Persistent Absenteeism that has been above or in line with National on a weekly basis, pastoral referrals across school and pupils accessing their learning in the lessons and not out of the classroom has increased. (Early Help tracker document)

Contribute in helping to relieve local deprivation issues: Pupils enjoying, and benefiting from their morning fruit and milk. Pupils are more alert in the morning and we are ensuring we are providing healthy food. Number of PP pupils attending Breakfast Club has increased this

academic year to an average of 40 pupil premium pupils per day compared to 10 non pupil premium pupils attending.

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.