



# Marshfield CE VC Primary School

Learning together, inspiring each other, achieving our best

## Pupil Premium Strategy 2020-2023

### School overview

Metric	Data
School name	Marshfield CE VC Primary School
Pupils in school	153
Proportion of disadvantaged pupils	PP 6.5% FSM 4%
Pupil premium allocation this academic year	£20,170
Academic year or years covered by statement	September 2020 - July 2023
Publish date	November 2020
Review date	Review 1 March 2021 Review 2 September 2021 Review 3 March 2022
Statement authorised by	Jessica Bolt (headteacher) Clare Webb (Chair of Governors)
Pupil premium lead	Phillippa Tilley
Governor lead	Tony Kerr?

### Disadvantaged pupil progress scores for last academic year (2019-2020)

Measure	% Achieving EXP (KS2) <i>Teacher assessment due to COVID</i>	2020 PP Progress score
Reading	100%	+20%
Writing	100%	+23%
Maths	50%	-13%

## Disadvantaged pupil performance overview for last academic year

<b>Measure</b>	<b>2020 Score</b> ( <i>PP = 2 pupils</i> ) Teacher assessment due to COVID
Meeting expected standard at KS2	50%
Achieving high standard at KS2	0%

## Strategy aims for disadvantaged pupils

<b>Measure</b>	<b>Activity</b>
Priority 1	For all pupils to be fluent, competent and happy readers
Priority 2	To ensure all children have the best quality education including pastoral support
Priority 3	Close the gap between PP and Non PP in all subject areas (focus on RWM)
Barriers to learning these priorities address	Lower than normal (for the school) baseline assessments in EYFS. Increase in speech and language difficulties including vocabulary deficits. Home learning environment and support outside of school. Preconceptions and low expectations of PP.
Projected spending	£20,000

## Teaching priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	85% pupils achieve EXS in Reading at KS1  90% pupils to achieve EXS in Reading at KS2  Children to meet reading age expectations at end of KS1	Sept 21
Progress in Writing	Demonstrate a reduced or closed gap between PP and Non PP children when comparing progress and attainment	Sept 21
Progress in Mathematics		Sept 21
Phonics	Achieve 95% phonics pass rate in Phonics Screening Check.	Sept 21
Other	Increased number of pupils to engage with online learning platform (SeeSaw).	Sept 21

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1**

### Targeted academic support for current academic year

Measure	Activity
Priority 1 <i>For all pupils to be fluent, competent and happy readers</i>	Bespoke reading and phonics training
Priority 1 <i>For all pupils to be fluent, competent and happy readers</i>	Oracy Project – training to facilitate the explicit teaching of oracy skills with a particular focus on disadvantaged pupils and increased parental engagement.
Priority 2 <i>To ensure all children have the best quality education including pastoral support</i>	Additional Teaching Assistant hours (2 days per week) in mixed EYFS/Year 1 class to ensure full time support is provided.  Additional Teaching Assistant hours (3 mornings per week) to support individuals or small groups.
Priority 3 <i>Close the gap between PP and Non PP in all subject areas (focus on RWM)</i>	Additional Teaching Assistant hours in KS2 to facilitate afternoon interventions for individuals or small groups.
Barriers to learning these priorities address	Gaps that develop over time during learning, which result in reduced progress and attainment for disadvantaged children.
Projected spending	£12,778.26

### Wider strategies for current academic year

Measure	Activity
Priority 2 <i>To ensure all children have the best quality education including pastoral support</i>	Additional Teaching Assistant hours (30mins per day) during lunchtimes to facilitate play and pastoral support for individuals or groups of children.
	Parent Link to support PP children via family support where needed, along with other approaches, such as mentoring or coffee mornings throughout the year.
	External music provision (Fife) and Hobgoblin Theatre production to provide opportunities for PP children to play a musical instrument and partake in non-academic experiences to develop their cultural capital.
Priority 3 <i>Close the gap between PP and Non PP in all subject areas (focus on RWM)</i>	Regular support and advice from Educational Psychologist throughout the year to support (80%)
	Inclusion Leader to coordinate and monitor Pupil Premium Strategy through: regular SLT monitoring, Pupil Progress Meetings, meetings with Parent Link, analysis of school data and communication with staff.
Barriers to learning these priorities address	Engagement, well-being and readiness to learn.
Projected spending	£5,780.40

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days. Additional cover being provided by senior leaders.
Targeted support	Ensuring enough time for interventions to take place.	Teaching staff to use assembly times for interventions where necessary.
Wider strategies	Engaging families who would benefit from support.	Use of Parent Link to ensure a strong relationship between school and parents.

## Review: last year's aims and outcomes

Review of 2019-2020		
Aim	Impact	Lessons learned
100% of PP reach EXP (KS2)  Reading progress is accelerated	Due to school closure and national tests being cancelled we do not have official data.  Internal data and KS2 FFT data using teacher assessment shows improved reading progress (+3.3 up from +1.8 the previous year)	What did you learn? Did this approach work/should it be continued or not?
Gaps between PP children and peers to be diminished in all year groups	Due to school closure and national tests being cancelled we do not have official data.  Internal data to March shows some closure of gaps for some pupils.	
Senior leader to have clear oversight PP spending and supports teachers in ensuring that the best support is in place for all pupils  Rigorous monitoring of data, interventions and teaching to enable best possible actions put in place in a timely manner and have the greatest impact.  Pupil progress meetings to enable professional conversation, structured advice and actions that lead to gaps being reduced.	#Challenge	
Quality First Teaching (QFT) to be evident in all planning, lessons and outcomes.  Teaching to be at least good or better.  QFT to lead to improved outcomes, accelerated progress and gaps being diminished.	TA training on QFT led to changes in support and self-reflection (coaching conversations with pupils)  Pupil voice showed children felt supported and attitudes were positive.	QFT is paramount and feedback from TAs shows that they feel that the training has allowed them to be better equipped to support groups and/or individual children.

