

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Marshfield CE VC Primary School
Number of pupils in school	127
Proportion (%) of pupil premium eligible pupils	11% (14 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Jessica Bolt (Head)
Pupil premium lead	Mrs Phillippa Tilley
Governor / Trustee lead	Tony Kerr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including Service pupil premium funding)	£18,040.00
Recovery premium funding allocation this academic year	£1,160
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	£19,200

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary, expectations and opportunities. Our approach will be responsive in both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment not assumptions about the impact of disadvantage.

Our expectation at Marshfield Primary school is that all pupils, irrespective of background or the challenges they face, become strong, competent and happy readers. This will enable them to read to learn, access the broad curriculum we offer and be equipped with the essential literacy skills needed to lead fulfilling lives.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are given the opportunities to contribute in curricular and extra-curricular activities.
- 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.
- Engage with families of disadvantaged pupils to support and encourage the home-learning environment to match the expectations at our school.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, discussions and observations show some disadvantaged pupils struggle with independence and motivation fatigue in learning and are more likely to be receiving adult support within the classroom.</p> <p>This lack of self-motivation and independence in disadvantaged pupils has impacted attainment levels of these pupils across the school from EYFS and through to KS2.</p>

2	<p>Our assessments, discussions and observations show increased speech and language difficulties and vocabulary deficits for some disadvantaged pupils, from EYFS and through school to KS2.</p> <p>As many of our pupils are able to articulate themselves well, there is often a presumption of language comprehension within the classroom which prevents some disadvantaged pupils understanding the learning or expectations.</p>
3	<p>Our analysis and discussions with families shows some disadvantaged pupils lack opportunities, compared to their peers, particularly extra-curricular activities.</p> <p>Within our village community, there is a socio-economic divide which has shown to be detrimental to the cohesion of the school community with many disadvantaged families not contributing to village/school events.</p>
4	<p>Our observations and discussions show disadvantaged pupils are less likely to engage in home-learning tasks and as a result, many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures.</p> <p>These findings are backed up by a number of national studies on partial school closures.</p>
5	<p>Our observations and discussions with staff show some sub-conscious bias and a lack of a collective understanding of disadvantage and its impact on learning.</p> <p>Research shows that sub-conscious bias can lower expectations from adults and learners' self-perceptions and it is important to address these biases to maintain high expectations for all pupils, particularly those who are disadvantaged.</p>

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
Improved oral language and vocabulary for disadvantaged pupils.	Teacher assessment of pupils' oral language demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school.
For all pupils at Marshfield Primary School strong, competent and happy readers.	<p>85% pupils to achieve EXS in Reading at KS1.</p> <p>Achieve 95% phonics pass rate in Phonics Screening Check.</p> <p>Children to meet reading age expectations at end of KS1.</p> <p>90% pupils to achieve EXS in Reading at KS2.</p>
Improved motivation and independence of disadvantaged pupils.	<p>Teacher observations and assessments to show a reduction in the level of adult support needed from disadvantaged pupils.</p> <p>Leuven Scales for Involvement and Well Being to show an increased number of disadvantaged pupils as being 'high' or 'extremely high' at the end of each year.</p>

All disadvantaged pupils to be given opportunities to broaden their cultural capital including extra-curricular activities.	<p>All disadvantaged pupils will have participated in at least 1 school trip per academic year alongside their peers.</p> <p>All disadvantaged pupils will have had the opportunity to watch a live theatre production every year alongside their peers.</p> <p>Increased participation from disadvantaged pupils in extra-curricular activities in school and after school events.</p> <p>All disadvantaged pupils will have the opportunity to play a tuned instrument by the end of their time at Marshfield Primary.</p>
Increased engagement from disadvantaged pupils with home-learning tasks.	<p>Teacher observations and assessments to show an increase in the amount of reading experiences at home from disadvantaged pupils compared to non-disadvantaged pupils.</p> <p>All disadvantaged pupils to complete home-learning tasks.</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: £1,246

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued Metacognition CPD staff training – focusing on retrieval, practise and cognitive load.	<p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition#nav-downloads</p> <p>Non-cognitive skills are increasingly considered to be as important as—or even more important than—cognitive skills and IQ in determining academic outcomes. There is now growing attention from policymakers on how such ‘character’ or ‘soft’ skills can be developed in children and young people.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Non-cognitive_skills_literature_review_1.pdf</p>	1
Staff CPD and ongoing training for around disadvantage	<p>To continue to tackle the challenge of the attainment gap teaching staff must assess efficiently, effectively, and without any accidental bias.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/EEF_Attainment_Gap_Report_2018_-_print.pdf</p>	5

and sub-conscious bias.		
On-going CPD for staff as a result of pupil needs	Resources set aside for CPD needs not yet identified. Our experience tells use this is important to be able to be responsive.	
Leadership time	Time set aside for Inclusion Lead to carry out in-class observations, pupil conferences and develop appropriate strategies in order to effectively implement and manage the provision for disadvantaged pupils at our school.	

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

Budgeted cost: £19,802

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring - 1:1 and small group	Government guidance on using recovery premium funding: schools should spend this premium on evidence-based approaches to supporting pupils. In line with the Education Endowment Foundation's pupil premium guide, activities should include those that provide targeted academic support, such as tutoring. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	4
Speech and Language Therapy (SaLT) Traded Service	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2
Additional adult support 5 afternoons per week	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 4
TA deployment 1 afternoon per week for social and emotional learning and physical	Social and emotional learning strategies seek to improve learning and the ways in which children interact with others. They can also aid self-regulation as well as having a positive impact on social interactions, attitudes to learning, and learning itself. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies	1

development interventions as well as 1-to-1 mentoring.	<p>Physical activity has important benefits in terms of health, well-being, social and physical development as well as other potential benefits such as improved attendance. The positive impact of physical activity on academic attainment is +1 month over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity?utm_source=/education-evidence/teaching-learning-toolkit/physical-activity&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations. Studies have found mentoring to have positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	
--------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contextualise the curriculum with:</p> <ul style="list-style-type: none"> *Real life examples *Tangible/visual cultural artefacts *Experiences (including watching a live show every 2-3 years) *External partnerships (including theatre productions and Fife) 	<p>All children, including those from disadvantaged backgrounds, deserve a well-rounded and culturally rich education. The EEF are partnering with the RSA and others to help add to the evidence base in this important area.</p> <p>https://educationendowmentfoundation.org.uk/news/new-partnership-to-test-the-impact-of-different-cultural-learning-strategie</p> <p>East Riding Cultural Capital Toolkit</p> <p>file:///C:/Users/Tilley/Downloads/Cultural%20Capital%20Toolkit.pdf</p> <p>Research shows too many young people from disadvantaged backgrounds never get the chance to engage with extra-curricular activities.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p>	3
After-school extra-curricular clubs	<p>This research highlights the importance of after school clubs for increasing disadvantaged children's access to activities and explore what it is about how these clubs are structured and delivered that helps to engage less affluent families.</p> <p>https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01F-ED0C672C21C6.pdf</p>	3

Parent Link 1 x afternoon per term to engage with and support parents, including involvement in home-learning initiatives and extra-curricular activities.	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4
Educational Psychologist (80%)	<p>Schools need the tools and resources to make effective mental health support a critical plank in education catch-up</p> <p>https://www.eif.org.uk/blog/schools-need-the-tools-and-resources-to-make-effective-mental-health-support-a-critical-plank-in-education-catch-up</p>	1
Contingency funds for acute needs	Resources set aside for needs not yet identified. Our experience tells use this is important to be able to be responsive.	
1-to-1 weekly music tuition for disadvantaged pupil	<p>Arts participation approaches can positively impact academic outcomes in other areas of the curriculum, with the average impact of arts participation on other areas of academic learning being an additional three months progress. Reports consistently show that wider benefits can be achieved such as increased positive attitudes to learning and well-being.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	3

Total budgeted cost: £26,540

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.

Continued Metacognition CPD staff training – focusing on retrieval, practise and cognitive load:

All teachers have received ongoing CPD to develop their understanding on cognitive load and learning, particularly its impact on disadvantaged pupils' progress. Teachers have begun to reduce the cognitive load on pupils during their lessons as well as incorporate retrieval practise within daily teaching approaches.

Teachers have received CPD on non-cognitive 'soft' skills and we are establishing a culture within our school, which supports & reinforces these in order to have a positive impact on pupils' learning and overall development.

Staff CPD and ongoing training for around disadvantage and sub-conscious bias:

Teachers have received ongoing CPD to further address the needs of disadvantaged pupils through the use of 'Disadvantage Trackers' which monitors pupils' attendance, behaviour, participation, well-being & involvement in school. This has highlighted where individuals/ groups of pupils have needed additional support or pastoral care. Teachers have been able to identify any reasons for any changes in behaviour or participation as well as enhanced opportunities to support needs.

On-going CPD for staff as a result of pupil needs:

As a result of identified need, teachers have received CPD on Colourful Semantics as well as PIVATS assessments.

Tutoring - 1:1 and small group:

School-led targeted tutoring was provided for some KS2 pupils this academic year.

Our end of KS2 SATs results showed positive impact of this tutoring with 66% of the Year 6 pupils who received tutoring, achieved the 'Expected Standard' in Reading, Maths and SPAG tests.

Speech and Language Therapy (SaLT) Traded Service:

We were unable to secure specialist due to limited availability of therapists. For academic year 2023-24, we have secured a commission for 11 days of Speech and Language Therapy.

Additional adult support 5 afternoons per week:

We have continued to provide additional academic and pastoral support within our Year 2 cohort. This specific TA and other additional adult support has been increased to enable individual children to access the curriculum and participate in other routines throughout the school day. Quantitative and qualitative data has shown increased participation, engagement and academic in progress for PP pupils within this cohort since this provision has been in place.

TA deployment 1 afternoon per week for social and emotional learning and physical development interventions as well as 1-to-1 mentoring:

This TA deployment for 1 afternoon per week has provided opportunities such as Forest School sessions, targeted physical development activities, SEMH learning as well as 1-to-1 counselling sessions. The pupils who have benefitted from these sessions have ongoing needs however monitoring of behaviour, participation, well-being and involvement across the school has shown an increase in all these areas, particularly with our KS1 pupils where a steady progression has been recorded.

Contextualise the curriculum with:

We have continued to provide external music provision this year which has enabled all pupils, including disadvantaged to play a musical instrument (fife).

Other non-academic experiences have also been provided to develop pupils' cultural capital including a theatre production at Christmas as well as an 'Egyptian Day' for some KS1 & 2 pupils.

After-school extra-curricular clubs:

A range of extra-curricular clubs have been provided afterschool by teachers throughout the year. These have included activities which were suggested by PP children, including yoga, gardening club, choir and art. There are still limited numbers of disadvantaged pupils attending such clubs so further monitoring and provisions to be in place to increase this during 2023-24.

Parent Link 1 x afternoon per week to engage with and support parents, including involvement in home-learning initiatives and extra-curricular activities:

Parent Link has organised sessions for parents throughout the year and although invitations were sent in advance, the up-take from parents has been minimal. We have begun to liaise with Outreach 360° Project as a way to develop this further.

We will be monitoring home-learning and attendance at extra-curricular clubs through a developed tracking system in order to improve outcomes for disadvantaged pupils.

Educational Psychologist (80%):

Regular support from the Educational Psychology Service throughout the year has allowed targeted approaches to be in place to improve our provision and outcomes for PP as well as SEND pupils.

Contingency funds for acute needs:

Contingency funds have enabled us to support PP families in accessing educational trips as well as KS2 camp week and Tiger Martial Arts extra-curricular club.

Small group (1-to-3) weekly music tuition for disadvantaged pupils:

We were able to provide weekly guitar/drum tuition for a selection of disadvantaged pupils. 25% to continue with this during academic year 2023-24.

Externally provided programmes

Programme	Provider
Colourful Semantics	Integrated Treatment Services
PIVATS	PIVATS Franchise - Lancashire Authority

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our Service Pupil Premium funding was included within our overall Pupil Premium
What was the impact of that spending on service pupil premium eligible pupils?	As above