Pupil Premium Strategy Statement – Marston Thorold's Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Marston Thorold's Primary School
Number of pupils in school	76
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/22 to 2024/25
Date this statement was published	Dec 2022
Date on which it will be reviewed	Nov 2023
Statement authorised by	Elaine Bedford Head Teacher
Pupil premium lead	Amy Critchley Head of School
Governor / Trustee lead	Stephanie Kirton Chair of Governors Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,080
Recovery premium funding allocation this academic year	£1450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£15,530

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery. We have adapted our curriculum to support all children with education recovery.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- 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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2

	and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues. These challenges particularly affect disadvantaged pupils, especially LAC pupils, including their attainment. Teacher referrals for support have markedly increased since the pandemic.
4	Our observations have shown than disadvantaged pupils have less access to extracurricular activities, arts and music. This is especially true of FSM children and access to musical education.

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
Improve oral language skills, vocabulary and reading for pleasure amongst disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Our assessment shows that disadvantaged children are less likely to read for pleasure which research shows could have a negative effect on their reading outcomes.
Improved phonics attainment among disadvantaged pupils.	Phonics Screening Check outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.
Improved access to extracurricular activities for disadvantaged pupils.	Analysis of extracurricular registers show that 100% of disadvantaged pupils access an extracurricular activity.

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued subscription to DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils. Training for staff and release time for Phonics Lead to ensure phonics is planned for, delivered and assessed effectively. £1000	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1, 2
Enhancement of our writing teaching and curriculum planning through Jane Considine's 'The Write Stuff' in line with EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD. £1000	EEF's improving Literacy in KS2 supports teaching writing composition strategies through modelling and supported practice. Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £10,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for the delivery of sensory circuits and daily sensory circuits sessions to support children with SEMH and focus them ready for learning £1500	*Sensory Circuits is a short sensory motor skills programme that helps set children up for the day. It's a great way to energise them and help them to reach the level of alertness they need to concentrate. It's 10-15 minutes of activities designed to improve brain processing efficiency.* NHS	3
Additional phonics keep and up and catch-up sessions targeted at pupils, including disadvantaged, who require further phonics support. This will be delivered in line with Little Wandle Letters and Sounds. £3000	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2
Support staff time to deliver Black Sheep Press assessments and interventions to improve speech, language and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. £500	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1
Continued subscription of	Dyslexia Gold goes beyond phonics to create fluent readers and writers.	2

Dyslexia Gold to support children who are experiencing difficulties with reading and writing. TA time to support children on Dyslexia Gold, monitor progress and analyse results. £1200	Dyslexia Gold is an evidence-based program to help pupils who aren't making progress despite high quality phonics teaching. https://dyslexiagold.co.uk/Results	
Purchase of books to support the acquisition of language and development of vocabulary, along with the development of Reading for Pleasure. Provide training for teaching staff on Reading for Pleasure and release Reading Lead to attend 6 Reading for Pleasure CPD sessions and lead Reading for Pleasure project £4135	Findings - Reading for Pleasure (ourfp.org) We found that when the teachers widened their knowledge and pleasure in reading children's literature and other texts, and become more aware of their own and the children's reading practices, they began to reconceptualise reading from the inside out, and more effectively built a RfP pedagogy and strong communities of readers within school (Cremin et al., 2014)	1

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

Budgeted cost: £3,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on the five ways to well-being approach across school. £250	EEF – social and emotional learning – improves interaction with other and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	4
Delivery of ELSA interventions by TAs across school to support SEMH £1945	EEF – social and emotional learning – improves interaction with other and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	4
Cultural capital experiences promoted in the curriculum Essential experiences built into the Jane Considine writing curriculum Financial support to enable all pupils to access wider learning experiences e.g. school trips, music lessons Sports and extra-curricular clubs are promoted and everyone encouraged to attend £1000	Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Enrichment activities offer children a context for learning and a stimulus to trigger their interest. EEF – sports participation increases educational engagement and attainment.	1,2,3,

Total budgeted cost: £15,530

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Dyslexia Gold	Dyslexia Gold
ELSA Resources	ELSA
Black Sheep Press	Black Sheep Press
Little Wandle Letters and Sounds	Wandle Learning Trust Harper Collins

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcomes	Impact
Improve oral language skills and vocabulary amongst disadvantaged pupils.	Black Sheep Press is having a positive impact across school and is being successfully delivered by a skilled TA. Action plan in place for September 2022 wherein all EYFS children will be assessed using Black Sheep Press at the beginning of the year so we can tackle any areas of needs as soon as possible. Monitoring of the implementation of Jane Considine 'The Write Stuff' is having a positive impact on the vocabulary of all pupils. Learning walks show that classrooms are becoming more vocabulary rich but we need to ensure that this momentum is maintained into the new academic year.
Improved phonics attainment among disadvantaged pupils.	Little Wandle has been purchased and implemented across the Federation with great success. Internal data for both EYFS and Y1 is strong. Data analysis shows that keep up and catch-up interventions are having a very positive impact (see English report) Dyslexia Gold is having a positive impact across the Federation and monitoring shows that children's engagement is strong. The positive impact can be seen through data analysis. 100.0% of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 1 pupil

	out of 1. This is 20.9% higher than the national Non-Disadvantaged cohort at 79.1%. Your school's gap to Non-Disadvantaged pupils nationally has improved by 5.3% from +15.6% in 2018/19, to +20.9% in 2021/22.
Improved reading attainment among disadvantaged pupils.	End of KS2 data Summer 2022 M – 0% reached EXP+. However, there is only PP child who is also on the SEND register. M - Internal Apart from Y1, PP children not achieving as highly as their non-PP peers. Continue to work as an area of focus for next year including focus on reading for pleasure.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	SENCO is undertaken Senior Mental Health Lead training which is due to be completed next academic year. Wellbeing Lead in place (Helen Copson) Having a non-teaching SENCO continues to have a positive impact on the provision for children across the Federation. The 5 Ways to Wellbeing continues to be embedded across the school and governor monitoring shows that the approach is well embedded. It continues to be a focus in SHINE assemblies and both schools have an interactive board that is well used by children and staff alike.

Pupil Premium children are not achieving as strongly as their peers across school. To continue to work to improve this, a focus on Reading for Pleasure has been developed as part of the Pupil Premium strategy along with a continued focus on improving writing

outcomes.

Attendance

- Whole school – 94.1%
- FSM – 94.2%
- National FSM – 90.9%

Attendance of FSM children is strong. This is not an area of focus for the Pupil Premium Strategy.

Year 1 Phonics Screening Check – Marston

- Whole cohort – 87.5%
- PP – 100%
- Not PP – 85.7%
- FSM – 100%
- Not FSM – 85.7%
- 100.0% of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 1 pupil out of 1.
- This is 20.9% higher than the national Non-Disadvantaged cohort at 79.1%.
- Your school's gap to Non-Disadvantaged pupils nationally has improved by 5.3% from +15.6% in 2018/19, to +20.9% in 2021/22.

PSC results were strong for PP children. This is positive as the PP strategy focused on improving phonics results through the introduction of Little Wandle. This will continue this year.

Year 2 – End of Key Stage 1 – Marston

- Reading (EXP+)
    - Whole cohort – 44%
    - PP – 0%
    - Not PP – 58%
    - FSM – 0%
    - Not FSM – 58%
- 0.0% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 0 pupils out of 2.
- This is 58.5% lower than the national Non-Disadvantaged cohort at 58.5%.
- Your school's gap to Non-Disadvantaged pupils nationally has improved by 10.2% from -68.7% in 2018/19, to -58.5% in 2021/22.
- Whilst this doesn’t paint a very positive picture, both disadvantaged pupils are also on the SEND register and working Pre-Key stage due to significant challenges. They have made positive progress from their starting points but

were not able to access the KS1 tests.

Year 6 – End of KS2

- 0.0% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 0 pupil out of 1.
- This is 65.3% lower than the national Non-Disadvantaged cohort at 65.3%.
- Your school's gap to Non-Disadvantaged pupils nationally has decreased by 34.5% from -30.8% in 2018/19, to -65.3% in 2021/22.

There was only 1 PP child in Y6 who was also on the SEND register and currently undergoing an assessment for an EHCP.

Despite not reaching EXP, this child progressed from 90SS → 95SS in Reading and 85SS to 93SS in Maths.