Pupil premium strategy statement

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
School name	Marston Thorold's Primary School
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	17% 9 X FSM 1 X PLAC 1 x LAC children
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 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	Michelle Waddell Head Teacher
Pupil premium lead	Amy Critchley Head of School
Governor / Trustee lead	Jane Hall Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4,035
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£6,035

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, including support through the National Tutoring Programme and catch-up support for pupils whose education has been worst affected, including non-disadvantaged pupils. 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 for many pupils due to a lack of socialisation with peers during lockdown. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.

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 and vocabulary 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.
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.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £3,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Training for staff to ensure phonics is planned for, delivered and assessed effectively. £500	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, 4
Purchase of Little Wandle Letters and Sounds validated phonically decodable reading scheme books to support SSP programme £2000	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, 4
Enhancement of our maths teaching and curriculum planning through Mastery Maths in line with DfE and EEF guidance. We will fund teacher release time to embed key elements	EEF's 'Improving Mathematics in the Early Years and Key Stage 1' reviews the best available evidence to offer five recommendations for developing the maths skills of 3–7-year olds. Improving Mathematics in the Early Years and Key Stage 1 | EEF (educationendowmentfoundation.org.uk)	4

of guidance in school and to access resources and CPD. £250		
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, 4

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

Budgeted cost: £3,796

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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
Purchase of a Black Sheep Press to improve speech,	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on	1

language and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. £700	speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	
Purchase of Dyslexia Gold to support children who are experiencing difficulties with reading and writing. £799	Dyslexia Gold goes beyond phonics to create fluent readers and writers. 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	2, 4
Use IDL Numeracy to support children who are experiencing difficulties with numeracy. £399	IDL Numeracy trials suggest that the program works well for most pupils to improve their mathematics. The study showed that the number of pupils who made accelerated progress was high, particularly when tracked against the Number and Place Value Thread. Birmingham Council – IDL Numeracy Pilot | IDL (idlsgroup.com)	4

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

Budgeted cost: £1245

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

Train a member of school staff to coordinate the use of ELSA interventions across school. £495	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 Sports and extra-curricular clubs are promoted and everyone encouraged to attend £500	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: £8,791

School led tutoring £810 from DFE + 25% from school budget = £202.50 = £1012.50 to spend on Tutoring.

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. Therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was more acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Barriers to Learning	**Outcome**
Poor reasoning and problem solving skills in Maths	Progress score of at least 0 for year 6 at KS2 for PP children – data unavailable due to Covid pandemic 100% PP to achieve at least ARE in Maths at KS1 – no official end of KS1 data due to Covid pandemic 100% Y6 got EXP or above in Y6 maths - – data unavailable due to Covid pandemic
Social and emotional health issues/attachment difficulties are a	SDQ assessments show a reduction in stress and anxiety levels. CPOMs shows a reduction in behaviour incidents in and out of class. Appropriate agencies are

barrier to learning for a significant amount of children.	referred to for children requiring specialist support. Staff trained in school to support. Agencies were referred to but may were declined due possibly to the rise in cases for children Mental Health and well-being difficulties arising Covid 19 and the population lockdowns. Children received in school support using ELSA interventions. This was 1:1, 1:2 or in small groups depending on need.
Communication and interaction skills are limited due to past experience for a significant amount of children.	ELSA trained staff to support communication and interaction needs. Staff trained in a range of nurture interventions to meet need. Some children were referred to the Speech and language team. Speech and Language team mainly deal with parents once a referral has been accepted. It was identified that school were not receiving enough information and resources to have a big enough impact on the children with speech and language needs. School identified and purchased resources to use to support children in school.
Lack of parental support and engagement in Home Learning	Improved engagement of PP children in home learning activities Parents of vulnerable children were contacted regularly throughout lockdowns, and extra support was offered through google classrooms both in groups sessions and for some children 1:1 sessions were with teachers.

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
Purple Mash	2Simple
Timestables Rockstars	Timestable Rockstars
Accelerated Reader	Renaissance
Testbase	Testbase

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.