# Pupil premium strategy statement – Marlfields Primary Academy 2023-24

This statement details our school’s use of pupil premium (and recovery premium for the 2022 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 – current 2023-4

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| Detail | Data |
| Number of pupils in school | 177 |
| Proportion (%) of pupil premium eligible pupils | 35% 62/177 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-22/23/24 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | S Isherwood (Principal) |
| Pupil premium lead | S Isherwood |
| Governor / Trustee lead | Mrs M Gartside |

## Funding overview – 2022-23.

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £88,600.00 |
| Recovery premium funding allocation this academic year | £6,851.25 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years | £0 |
| **Total budget for this academic year** | £95,451.24 |

# Part A: Pupil premium strategy plan 2023-24

## Statement of intent

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| As a good school, Marlfields Primary Academy has always provided high quality first teaching and ensured that all children are provided with the best opportunities and experiences.  **Ultimate Objective:**   * To narrow the attainment gap for all disadvantaged pupils in school to exceed nationally expected progress rates to reach Age Related Expectation at the end of Year 6 * To support the well-being and mental health of all our pupils during and following periods of Covid disruption.   ***Rationale***  We firmly believe that all children have the capacity to reach their full potential and are entitled to a high-quality education. We are firmly committed to ensuring that teaching and learning meets the needs of all our pupils, and therefore we use evidence informed tiered approach to spending all Pupil Premium funding to support the improvement of teaching, targeting support as well as the deployment of wider strategies. The assessment data, attainment, and progress of all vulnerable groups of pupils, including disadvantaged pupils, is carefully tracked, and monitored. Our strategy ensures that this data is used to identify our priorities accurately and that support and intervention is appropriately allocated.  Our key strategy at Marlfields is early and frequent assessment of all pupils to ensure that each disadvantaged child will receive individual/small group input and feedback when they need it, and at the level of their need, for them to make accelerated progress. We prioritise and quickly address gaps for all pupils, particularly those PP pupils who have gaps in learning.  The academy recognises the impact that high quality interventions can have on the outcomes of struggling pupils. However, while interventions at Marlfields are a key part of an effective Pupil Premium strategy, these are deployed alongside constant efforts to improve and maintain quality first teaching, and address wider barriers to learning, such as attendance and well-being. Regular references to up-to-date EEF research is used to inform our strategies and interventions. Interventions are jointly overseen by the SLT, Pupil Premium Lead and SENDCo to ensure that children who require the support are identified and targeted fairly and transparently.  One to one or small group interventions are identified, planned for, adapted regularly, and monitored rigorously, to meet pupils’ needs. The SLT always aim to ensure that exceptional support is provided to pupils via the school’s enhanced staffing ratios, which enable bespoke interventions at the point of need. Teaching Assistants are well trained and up skilled areas to maximise the impact of their skill set. This ensures that there is consistency of approach and that interventions are of the highest quality. This approach increases pupil progress when Teaching Assistants deliver specific interventions.  *Due to the emphasis that the school places on improving outcomes for disadvantaged pupils, we may allocate additional funding (in addition to the DfE Pupil Premium and Recovery Premium Funding grants) to provide additional support, as and when required, according to pupil needs (hence the additional funding beyond the DfE allocation).* |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments, observations, and discussions with pupils show that disadvantaged pupils have weaker language, oracy, and communication skills on entry into school in comparison with their peers. |
| 2 | Baseline on-entry data identifies lower attainment of Pupil Premium children in reading, writing and maths at Marlfields, across all cohorts. Attainment for disadvantaged children needs to be in line with that of other children thereby diminishing the difference. |
| 3 | Discussions, observations, and data demonstrate that Covid has had an impact on the emotional resilience and mental health of some of our disadvantaged pupils. An increase in referrals to CAMHs from parents and via school has been noticed. |
| 4 | Our monitoring of attendance, assessments and observations indicate that a minority of disadvantaged pupils’ progress, is being affected by absenteeism, and the school aims to proactively reduce this amongst this small group of pupils. |
| 5 | Lack of engagement of disadvantaged pupils with home tasks to support learning. |

## 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.

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| Intended outcome | Success criteria |
| **Language, Oracy and Communication Needs**  Attainment for disadvantaged children in speaking, communication, oracy and listening in EYFS and Key Stage 1 is in line with Age Related Expectations.  Improved early reading skills, oral language skills and vocabulary. | PP children in EYFS and KS1 with below expected standards in oracy and communication make rapid progress by the end of the year so that all PP meet age related expectations. Increase in the number of pupils achieving targets on their Speech and Language/ EHCP plans.  **Measure -**Analysis of the percentage of pupils achieving their tar gets on their Individualised Speech and Language Programmes  End of EYFS data (July 2024) |
| **High Attainment of all Pupils**  Attainment for Disadvantaged children is in line with that of other children.  Pupils make the expected progress in reading, writing, and maths, and combined RWM. | Improvement in % of pupils achieving ARE in reading, writing and maths for EYFS, Year 2 and Year 6 and expected or more progress for Disadvantaged children.  Disadvantaged pupils perform in line with non-disadvantaged pupils in the EYFS Early Learning Goals and in Y1 / Y2 Phonics Screening Check.  **Measure**  End of EYFS Phase, Key Stage 1, Key Stage 2 data (July 2024) Year 1 and Year 2 Phonics Screening Check Data (July 2024) End of year tracking data for all other year groups (July 2024) |
| **Emotional Resilience**  Social and emotional needs  Resilience and emotional well-being will be meaningfully combined within the academic curriculum. | Children’s well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.  **Measure** Pupil learning surveys – showing raised self-esteem rating Tracking and monitoring of PP children’s attainment Feedback from Mental Health Lead. |
| **Attendance & Punctuality**  Further increase overall average attendance and punctuality figures for all PP children.  Reduce the number of persistent absentees | Attendance of disadvantaged pupils improves, (Sept 2023-July 2024). Reduce the number of persistent absentees among pupils eligible for PP - 15% or below.  **Measure** % authorised and unauthorised attendance and punctuality data (From Sept 2023- July 2024) |
| **Access to home learning**  PP children can equally access all online learning and teaching – online or paper as stipulated – new laptop purchase. | **Measure** % of disadvantaged pupils’ engagement levels of engagement to 80% from low starting points.100% of Pupil Premium funded pupils access the Google Classroom online programme to engage in online learning lessons and activities. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** 2023-23 to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £40,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| ***Quality First Teaching***  The school ensures that all children access **Quality First Teaching**.   * *Provide highest Quality First Teaching possible.* * *Starting points for individuals used to identify ‘lost learning’.* * *Follow whole school schemes of learning to ensure consistency of approach.* * *Termly pupil progress meetings to* support Teacher Assessments, * *Use of diagnostic assessment tools to highlight weaknesses and strengths.* * *High quality teachers and effective support staff are recruited and retained.* * *CPD* * *Curriculum Maps map out progression of topics, skills, and knowledge across the school.* * *Continue to track and monitor progress of all PP children to support their progress.* * Maths CPD | Covid 19 has had a major impact upon all pupils, especially disadvantaged pupils (due to numerous periods of isolation and national school closures) particularly in specific cohorts Year 2, 4 and 6 (Cohort 2020/21). Pupils need to make accelerated progress to achieve the expected progress in reading, writing, maths and combined RWM.  The school constantly strives to ensure that all pupils receive the highest Quality First Teaching possible across the school as EEF Research shows that this approach generally leads to the biggest improvements in pupil progress for all pupils including those that are disadvantaged. This further supports our school belief that Pupil Premium funding benefits all pupils.  The EEF Guide to supporting school planning states that understanding assessment can help teachers understand the small step components, which contribute to the bigger picture of the child’s learning profile. The guide also states that explicit instruction is a key component of high-quality teaching.  DfE guidance reinforces the school’s strategic steps to use assessments and their associated tools available to identify gaps in learning to enable these to be plugged.  Maths\_guidance\_KS1 and\_2.pdf (publishing.service.gov.uk) EEF Guide to supporting Schools | 1,2, and 3 |
| ***Year 6 Booster teacher (reducing class size)***  Reduction of class sizes in Year 6   * **Y6 Booster Teacher – full time** * *Y6 English and Maths Group Size – 12 max.* | EEF research indicates that usually smaller classes generally have a small impact on progress. However, at Lacey Green, having an additional, highly experienced Booster teacher enables the children to receive a more bespoke learning experience. The children can access frequent high quality individual feedback, and interactions, that cannot normally be facilitated by a teacher with a class of 30+ children. At Marlfields, our Booster group can range from 6-10 pupils on average, and a bespoke and tailored curriculum is planned for these children in both Maths and English.  Termly past SATS tests are administered to monitor progress and then analysed to plan next steps of learning for cohorts and specific groups including PP children.  EEF Teaching and Learning Toolkit – Reducing Class sizes | 2 |
| ***Additional Teaching Assistants***  *Employ TAs to support Literacy and Numeracy intervention programmes across the phase.*  • Additional Teaching Assistants (2) | EEF research indicates that usually smaller classes generally have a small impact on progress. However, at Lacey Green, having an additional, highly experienced Booster teacher enables the children to receive a more bespoke learning experience. The children can access frequent high quality individual feedback, and interactions, that cannot normally be facilitated by a teacher with a class of 30+ children. At Marlfields, our Booster group can range from 6-10 pupils on average, and a bespoke and tailored curriculum is planned for these children in both Maths and English...  Termly SATs tests are administered to monitor progress and then analysed to plan next steps of learning for cohorts and specific groups including PP children in Y6.  EEF Teaching and Learning Toolkit – Reducing Class sizes | 1,2,and 3 |
| ***Embed a Quality Reading Curriculum***  *Enhancement of our reading strategy in line with DfE and EEF guidance.*   * *To enhance reading outcomes across the school particularly focusing upon disadvantaged, SEND and EAL pupils.* * *Embed the new ‘Pathways to Read’’ scheme* across *the school.* * *Enhance resources by further purchasing* quality texts t*o be used in classes daily as well as frequent quality story time slots*. These linked to the recommended reads and develop our offer of Reading for Pleasure. * *CPD training for all staff in teaching reading,* * *Phonics CPD for all new staff* * *Fund English Lead teacher release time to embed key elements of guidance in school* * *Work with our Secondary school liked to their reading test offer Y4,6.* * Develop reading for pleasure – English Hub link. | One of our current key priorities for all pupils, including those that are disadvantaged, is to develop their reading and comprehension skills. As such, we are working to refine teaching practice in this area, whilst also providing targeted interventions for struggling learners.  The school’s own self-evaluation recognises the deep impact of *Covid* on children’s engagement in reading at all levels due to considerable periods of home online learning and school closure. As a result, the Leadership team have purchased a new ‘Pathways to Read’ scheme to implement quality lessons in reading- accuracy, fluency and comprehension - across the whole school (in additional to the daily phonics programme and interventions that already take place).  Pathways to Read, is a whole class reading programme, which supports pupils to develop fluent reading capabilities through guided oral reading instruction and repeated reading. Practices are described, modelled, and followed by independent practices. Such reading comprehension strategies have an EEF 4 padlock rating and can accelerate learning by +6 months. This strategy will also significantly support pupils’ access and engagement in all other curriculum areas.  The EEF Guidance Report on Improving Literacy in KS2 also states that fluent readers can read quickly, accurately, and with appropriate stress and intonation. Fluent reading supports comprehension because pupils’ cognitive resources are freed from focusing upon word recognition and can be redirected towards comprehending the text. Focus upon teaching reading comprehension strategies through modelling and supported practice will be a key strategy in accelerating pupils’ progress in reading across the school.  EEF Guidance Report on Improving Literacy in KS2 | 1,2 |
| ***Diagnostic Assessment*** | The school is being highly proactive in identifying existing attainment gaps in all subjects that have come about during the lockdown period, particularly so for disadvantaged children and their reading attainment, and is already beginning to address these to close any such gaps.  Research assessment can precisely determine pupils’ reading attainment and highlight potential difficulties from minor differences in the way they process text. The diagnostic assessments offer an insight into reading that considers the natural, weekly reading development children are likely to make throughout the academic year.  EEF: Using your Pupil Premium Funding effectively. | 1,2 |

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

Budgeted cost: £45,451

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| ***Reading Interventions***  *Purchase and delivery of reading intervention programmes for pupils who require both further phonics consolidation and reading comprehension support, including disadvantaged pupils.*   * Little Wandle * -  *Bespoke KS2 Reading Comprehension programmes* * *precision teaching* * *SALT interventions* | The EEF Toolkit states that Little Wandle is an effective catch-up intervention for low-attaining readers. Marlfields uses the Little Wandle Phonics programme across the school and values the systematic and rigorous programme in phonics. We also link with the local DfE English Hub. The SLT is confident that those pupils accessing the Littlle Wandle programme, following frequent assessments, will make accelerated progress and end up successfully joining the mainstream group after the intervention. This will be implemented to ensure that specific children, who have been more affected by Covid, will receive additional quality catch up support.  EEF Research also evidences this. Reading comprehension strategies have a major impact upon progress in English but also on pupils’ access and engagement in all other curriculum areas. At Marlfields, this is viewed as a crucial part of reading and is vital for children who have not had opportunities or been encouraged to read at home during the lockdown and sustained periods of isolation.  Phonics | Toolkit Strand | Education Endowment Foundation | EEF  The **EEF Teaching and Learning Toolkit** states that, on average, reading comprehension strategies are highly affected by +6 months. Alongside phonics, it is a crucial component of early reading instruction. This is a key, crucial strategy within the SDP that aims to address major gaps in learning for all pupils, especially those who are disadvantaged and have not been exposed to high quality literacy and/or engaged in remote learning during Covid.  Small group interventions with highly qualified staff have been shown to be effective, as identified by the **EEF Toolkit** (+4 months). EEF Improving Literacy in KS2  EEF: Making Best use of Teaching Assistants Teaching and Learning Toolkit | EEF | 1,2 |
| ***Phonics Interventions***  *Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.*   * *1:1 Daily Phonics Intervention with a TA* * *Phonics /Guided Reading group intervention with a TA across KS2 for specific children including PP.* | Little Wandle programme has catch up interventions to be used when children are identified as falling behind. | 1,2 |

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

Budgeted cost: £ *10,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Attendance**  Monitoring and addressing attendance – Home/School Liaison Lead   * *Attendance and punctuality monitoring, tracking and intervention - especially Pupil Premium pupils across the school, cohorts and individual classes in comparison with local and national statistics.* * *Where interventions fail to address attendance issues, identify the reasons why and, where appropriate, change or adjust the intervention.* * *Create individualised attendance action plans in partnership with families and other agencies.* * *Follow local authority codes of conduct, policies and procedures and make referrals for statutory intervention if /when necessary.* * *Uniform support* | The DfE recognises that improving attendance needs resourcing appropriately (including through effective use of Pupil Premium funding) to create, build and maintain systems and performance. The guidance suggests the use of attendance, pastoral and/or SENDCo staff who are skilled in supporting pupils and their families will help overcome barriers to attendance.  The school is aware that continual monitoring and proactive actions to investigate all absences, is key in tackling attendance. The school therefore will continue to tackle persistent unauthorised attendance and implement penalty applications when required to enforce the legal requirement of all children to attend school.  DfE’s Improving School Attendance | 4 |
| **Extra-Curricular Clubs**  Pupil Premium children invited to attend the following clubs:   * *Gardening Club - Trained gardener and Home–School liaison Lead to invite and work will all PP children to develop practical gardening skills. Develop their socialising skills as a group, as well as continuing to develop important skills such as resilience.* * *Sports Club* * *Art Club* * *Cooking Club* * *Continue to support PP pupils’ access to extra-curricular clubs and develop outdoor learning with curriculum links* * *Ensure children see the life beyond school improves aspirations and understanding of the wider world as well as enhancing learning of the curriculum so our residential trips and day trips will continue to be offered.* * *Continuation of the offer of music tuition – brass for one year and thereafter is child is interested to continue.* | The EEF research shows that participation in artistic and creative activities, such as dance, drama, music, painting, or sculpture can help to develop engagement and oral language before a writing task. This activity will help to develop the pupils’ self-confidence, communication, socialising skills, as well as helping them to express themselves emotionally, through a different medium. Over time, the above skills and confidence will be shared and celebrated in class (through other subjects), thereby improving the pupils’ self-esteem and confidence amongst their peers.  In a Nuffield Foundation research project on out of school activities and the impact of the attendance at after school clubs was associated with positive academic and social outcomes for disadvantaged children in particular. The research showed that organised physical activities were associated with higher attainment and better social, emotional, and behavioural outcomes at age 11. School staff, parents and pupils identified a wide range of perceived benefits from taking part in after school clubs covering academic as well as social and emotional outcomes. The findings highlighted the potential value of after school clubs for increasing opportunities for disadvantaged pupils as well as supporting positive outcomes. EEF Toolkit – Arts Participation Nuffield Foundation: Research Project - Out of school activities and the education gap | 4.5 |
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**Total budgeted cost: £** *95,451.00*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

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| We have analysed the performance of our school’s disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.  To help us gauge the performance of our disadvantaged pupils, we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).  At KS1/2 our school difference from national improved from comparator year.  KS1 Phonics results – school was 74%, national was 79% - 7 did not reach the expected and 3 of these were in the disadvantaged pupil group. We were in the 29th percentile. Within the cohort there were a total of 10 disadvantaged pupils so 7 of our pupils met the ARE standard.  KS1 results Reading for our school was 67%, national 68%. Writing for school was 48%, national 60%. Mathematics for our school was 63%, national was 70%. 11 of this cohort were recognised as disadvantaged.  In KS2 SATS. 14 of our cohort were disadvantaged pupils. 11 of these were also EHCP pupils and did meet ARE standards in certain subjects.  Although attainment for pupil premium pupils was below that of non-pupil premium pupils, progress was good. Our observations and assessments demonstrated that pupil behaviour has been impacted due to challenges in relation to wellbeing and mental health. The school also is in the highest band for mobility and some of these children transferred into the cohort during the year of the SATs from other schools and countries. These challenges remain significantly higher than before the pandemic. The impact on disadvantaged pupils continues to be the focus and we will continue to focus on progress from starting points and to develop the mental health and wellbeing of our pupils. |

## 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.*

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| Programme | Provider |
| TTRS (Times Table Rockstars)  My Maths | Maths Circle Ltd. |
| IDL reading and spelling  Nessy  White Rose  Chranga (Music)  Big Cat online reading books  NELI  Whole class instrument tuition – Y4 pupils | IDL  Nessy  White Rose Maths  Charanga  Collins  Love Music Trust Ltd. |

## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| *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.* |