



Learn, Enjoy, Achieve!

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Pupil Premium Strategy Statement

2020-21

At Marus Bridge Primary School, we are committed to ensuring all our children have equal opportunities to achieve their full potential. To ensure this happens, schools in England are provided additional funding through a pupil premium grant.

Pupil Premium is additional to main school funding. It is used to address inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium, introduced in April 2011, is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as Ever 6 FSM). Schools also receive funding for children who have been looked after continuously for more than six months.

Schools decide how the Pupil Premium Grant is spent since they are best placed to assess what additional provision should be made in supporting individual pupils and they use this to narrow the attainment and achievement gap between pupil premium and non-pupil premium students. The 2020-2021 pupil premium funding in primary schools is £1320 per child.

We have a strong belief that quality first teaching is the priority to support students to improve their skills. Emphasis is placed on improving and investing in teaching and learning to ensure students are taught by a quality teacher and receive high calibre interventions. Our aim is to ensure that provision is in place to help all pupils to achieve their potential by further increasing the focus on the progress and attainment of Pupil Premium pupils. We aim to ensure that the provision for Pupil Premium pupils is seen throughout everything we do in terms of teaching and learning, and is not an “add on” to what we already provide.

Pupil premium strategy statement (primary)

1. Summary information					
School	MARUS BRIDGE PRIMARY SCHOOL				
Academic Year	20-21	Total PP budget	£72,940	Date of most recent PP Review	Sep. 20
Total number of pupils	416	Number of pupils eligible for PP	58	Date for next internal review of this strategy	Sep. 21

2. Current attainment (2019 figures due to COVID)	
	<i>Pupils eligible for PP</i>
% achieving in Reading, Writing and Maths	56%
Average Scaled Score in Reading	102
Average Scaled Score in Maths	102
Average Scaled Score in GP&S	104
Progress score for disadvantaged pupils in Reading	0.7
Progress score for disadvantaged pupils in Writing	1.9
Progress score for disadvantaged pupils in Maths	0.4

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Lower attainment levels for pupils eligible for PPG in specified year groups as identified in 2019 EOY spring data analysis and previous KS data.
B.	Disproportionate effect of COVID school closure on progress of pupils eligible for PPG
C.	Providing pupils eligible for PPG with wider life experiences
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance of pupils.
E.	Parental support/resources for homework and home reading tasks.

4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Data indicates that the in school attainment and progress gap is closing between pupils eligible for PPG and other pupils in Y3 and 5.	Data analysis indicates that PP-pupils in 2020-21 close the gap in comparison to their peers. Pupils in receipt of pupil premium who are not closing the gap identified within the pupil progress cycle and this is acted upon immediately.
B.	All pupils in receipt of pupil premium make good or better progress throughout the year to support their catching-up of missed learning during lockdown.	Progress data from PIXL tests and teacher assessment indicates good or better progress made. Pupils eligible for PPG in Y6 achieve above national averages as in 2020-21 academic year.
C.	Children experience a broad range of life experiences to enhance their ability to engage with a broad and balanced curriculum.	Quality of work following such events shows a comparable level of quality and attainment for pupil premium children and non-pupil premium children within non-core subjects.
D.	Patterns of attendance lateness of pupil premium children are comparable to non-pupil premium children.	Analysis of attendance and punctuality shows comparable patterns of attendance and punctuality. PP attendance last year remained static at 94% (compared to 96% whole school) – this gap is targeted close.
E.	Parental engagement and access to home learning and online increases compared to summer 2020.	Gaps between PP and non-PP pupils close over time.

5. Planned expenditure					
Academic year	2020-2021				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase the % of PP pupils working at the expected level in Reading, Writing and Maths combined in KS1 and KS2 so that it is comparable to non-PP pupils.	Focus on pupils eligible for PPG following data analysis and during pupil progress meetings. PP lead to liaise with teachers and provide suggestions, advice and guidance on teaching and learning approaches with pupils whose progress has proved 'hard to shift'.	Data from March indicates that in certain year groups (Y3 and 5), pupils eligible for PPG are working below their peers in Reading, Writing and Maths. Current Y3 (RWM 44% in Y2) Current Y5 (RWM 66% in Y4) Revised curriculum and timetabling structure will allow greater focus on reading and the love of reading.	New internal tracking system in place. Pupil progress meetings. PP lead to oversee funding to ensure value for money and measure impact. Reports to be provided to SLT and governors to evaluating the effectiveness of PP grant and catch-up funding	DH RA Sub leads SLT	Data Collection points (NOV/MAR/JUN)
To improve social and emotional development of the pupils.	Revised curriculum and timetabling structures to allow reconnection of pupils wit school following lockdown. Targeted pastoral support from pastoral lead.	Post lockdown our main aim is to ensure children feel safe and to promote an enabling environment for all learners.	Regular liaison between pastoral lead, teaching staff and parents. Review of impact following any pastoral support. SLT curriculum review ascertains impact of revised curriculum and timetabling.	RA AA KB JL SLT	Ongoing
Total budgeted cost for specific outcome					£24,500
ii. Targeted support					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Use additional teacher to help to target pupils eligible for PPG in KS2 who are underperforming in reading and writing.	<p>Additional teacher reducing group size in UKS2.</p> <p>PP lead to liaise with teachers to give advice and guidance on teaching and learning approaches with pupils whose progress has proved 'hard to shift'.</p>	<p>Smaller group teaching group size impacts positively on outcomes for all children (EEF)</p> <p>Assessment for learning is shown to improve children's learning +3 months (EEF).</p> <p>One-to-one tutoring can increase learning by +5 months (EEF).</p>	<p>Close monitoring of teaching and learning over the year.</p> <p>Coaching structure offered to support less experienced teachers.</p>	AA RA DH SLT	<p>November 2020</p> <p>March 2021</p> <p>June 2021</p>
Intervention programmes accelerate the progress of PP children in reading, writing, spelling and maths.	<p>Reading Plus used by UKS2 pupils in school and at home.</p> <p>IDL used as additional intervention at home and under the supervision of TAs at before and after school clubs.</p>	<p>Reading Plus and IDL evidence accelerated progress in reading and spelling for participating pupils when accessed at least 3 times per week.</p>	<p>Create time on the timetable for Reading Plus to take place and communicate carefully to parents that weekly activities are set and completed as homework.</p> <p>Invite targeted pupils to IDL morning clubs to ensure participation in the programme.</p>	RA DH SLT	On going
PP pupils are not disproportionately disrupted by further Covid restrictions ('bubbles' isolating and accessing education remotely)	<p>The most severely disadvantaged pupils identified and supported with the purchase of/help with technology.</p>	<p>Initial teacher assessment and feedback from summer lockdown (as well as wider national research) indicates that disadvantaged pupils have made less progress at home than their peers.</p>	<p>Close monitoring and communication between pastoral team, teacher, parents and pupils during any periods of self or whole bubble isolation.</p>	KB All teachers JS RA SLT	On going
Total budgeted cost for specific outcome					£35,500
iii. Other approaches					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance and punctuality of pupil premium children to be comparable to that of non-pupil premium children.	<p>Pastoral Manager with responsibility for attendance and punctuality to monitor.</p> <p>LA attendance officer employed to support PM with attendance.</p>	Increased attendance at school leads to increased social emotional and educational outcomes (EEF)	<p>Regular liaison with parents/carers.</p> <p>Fortnightly support meetings with LA attendance officer.</p> <p>Reports given from Pastoral Manager to SENDCo.</p>	RA JL KB	Monthly
Improve health, well-being and behaviour of pupils eligible for PPG.	Pastoral lead to offer early intervention and preventative support to children, parents and families, working in partnership with other agencies to promote positive outcomes for children within a school context.	Children who are engaged in learning are higher attaining and make more progress.	<p>Nurture team to run activities.</p> <p>P.E. provider to provide clubs free of charge.</p>	KB RA AD	Ongoing
Ensure that pupils eligible for PPG children have access to high quality educational resources /experiences.	100% pupils eligible for PPG are given the opportunity to participate in trips and visits, music lessons to support their learning with 50% payment subsidised. Pupil engagement improved.	<p>Children who are engaged in learning are higher attaining and make more progress.</p> <p>Pupils access resources, such as book bags to support their learning.</p>	<p>Enrichment opportunities planned throughout the curriculum cycle.</p> <p>Wider opportunities music tuition subsidised for PP children,</p>	Teachers SLT AA	Ongoing
Total budgeted cost for specific outcome					£12,940
Total budgeted cost					£72,940

6. Review of expenditure for Previous Academic Year 2019-20			
Previous Academic Year 2018-19			
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Continue to increase the % of pupils eligible for PPG who are working at the expected level in Reading, Writing and Maths combined in KS1 and KS2 so that it is comparable to non-PP pupils.	<p>RSL will offer targeted support for teachers on request.</p> <p>Focus on pupils eligible for PPG following data analysis and during pupil progress meetings. PP lead to liaise with teachers and provide suggestions, advice and guidance on teaching and learning approaches with pupils whose progress has proved 'hard to shift'.</p>	<p>By March, there were gains made both of the targeted year groups</p> <p>57% of pupils eligible for PPG in current Y4 are meeting EXS in RWM compared to 75% non-PP at the start of the year. By March, 66% of pupils eligible for PPG in Y4 were TA at EXS in RWM</p> <p>44% of pupils eligible for PPG in current Y2 are meeting EXS in RWM compared to 73% non-PP. By March, there was no change in the overall RWM, however there was an increase of 11% in PP pupils achieving EXS.</p>	Modelling of best practice from RSL made helped all pupils make good progress, especially in English reading.
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

Parental engagement in specific projects to improve the attainment and progress of pupil premium pupils.	Continue projects delivered in the previous year with targeted parents across all year groups e.g. AFA meetings, IEP's, pastoral support and parent workshops/afternoons.	We had the highest historic response rate to AFA meetings in February. Lockdown prevented a full parents evening, however parents initially made contact with parents via a phonecall. Parents of disadvantaged and vulnerable pupils were given extra priority with home visits being made.	Incentives for parent groups, such as gaining new knowledge or completing fun activities alongside their children, encourages higher rates of attendance. Increased use of SeeSaw through school supports greater parental engagement.
Use additional teacher to help to target pupils eligible for PPG in KS2 who are underperforming in reading and writing.	Additional teacher reducing group size in LKS2. Close tracking of pupils eligible for PPG by lead.	57% of pupils eligible for PPG in current Y4 are meeting EXS in RWM compared to 75% non-PP at the start of the year. By March, 66% of pupils eligible for PPG in Y4 were TA at EXS in RWM	Impact was evident due to the smaller targeted groups.
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Attendance and punctuality of pupil premium children to be comparable to that of non-pupil premium children.	Pastoral Manager with responsibility for attendance and punctuality to monitor and buy in LA support.	Over the first term , PP attendance remained static at 94% (compared to 96% whole school).	LA attendance officer offered his expertise to target poor attendance and advise on procedures. In extreme cases for the most vulnerable, funding was used to transport pupils to and from school.
Final total budgeted cost for 2019-20 = £69,960			