

MBPS Pupil Premium Strategy Statement 2023

Using the Pupil Premium Funding

This statement details our school's use of **pupil premium** (and recovery premium for the 2022 to 2023 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.

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:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Like the pupil premium, schools can:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding
- direct recovery premium spending where they think the need is greatest'

Also, please note the following in relation to reporting requirements:

'Schools must show how they are using their recovery premium effectively:

- by reporting on their use of recovery premium as part of their [pupil premium strategy statement](#)

School overview

Detail	Data
School name	Marus Bridge Primary School
Number of pupils in school	399
Proportion (%) of pupil premium eligible pupils	15.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 21
Date on which it will be reviewed	November 22 November 23 Final review November 24
Statement authorised by	MBPS Governors
Pupil premium lead	Ross Aldridge
Governor / Trustee lead	Rebecca Rive

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,037
School led tutoring allocation	£3,442
Recovery premium funding allocation this academic year	£9,425
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	<u>£101,904</u>

Part A: Pupil premium strategy plan

Statement of intent

We have a strong belief that quality first teaching is the priority in ensuring our school meets the needs of all pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.

In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. Therefore, the disadvantaged funding is used to support any pupil or groups of pupils the school has identified as being disadvantaged.

Emphasis is placed on improving and investing in teaching and learning to ensure pupils are taught by highly skilled teachers, who are abreast of contextual research and in receipt of high-quality training. By providing the best teaching for all, we will be enhancing the provision of disadvantaged pupils and those eligible for the pupil premium grant.

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 pupils who are in receipt of pupil premium grant, closing the attainment gap between themselves and their peers. As well as daily focus in the classroom, closely matched interventions and wider strategies will accelerate their learning.

Challenges

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

Challenge number	Detail of challenge
1	Internal monitoring tells us that outcomes in English (Reading and Writing) for pupils in receipt of PPG in KS2 are below their peers.
2	Internal monitoring tells us that pupils in receipt of PP perform less well than their peers in the wider curriculum
3	Internal monitoring tells us that outcomes in mathematics for PPG in UKS2 is currently below peers.
4	Disadvantaged pupils often start school with more limited speech, communication and language acquisition when compared to their peers.
5	Reduced cultural and social interaction of disadvantaged pupils impacts on outcomes in the wider curriculum.
6	Attendance of pupils in receipt of PPG is currently marginally lower than peers, impacting negatively on access, progress and attainment across the curriculum.

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.

Challenge number	Intended outcome	Success criteria
1	Over time, the gap in English between PPG pupils and their peers in school closes so that they are broadly in line. (At EXS and GDS)	Outcomes in line with KS2 national averages in English reading and writing.
3	Over time, the gap in Mathematics between PPG pupils and their peers closes so they are broadly in line. (At EXS and GDS)	Outcomes in line with KS2 national averages for mathematics.
4	More pupils in receipt of PPG leave EYFS with GLD, in line, or above, school and national averages.	Pupils communication, language and phonics acquisition by the end of EYFS is broadly in line with peers.
2 and 5	Pupils' engagement and understanding of the wider curriculum deepens over time.	Broader curriculum assessment data evidence outcomes for PPG in line with peers. Curriculum audits evidence increased retention of knowledge in the wider curriculum.
6	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.

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: £24,946

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school and targeted teacher CPD ensures teaching all day, every day is good or better.	CPD to support teachers on instructional teaching and teaching that supports long-term memory/recall correlates highly with outcomes for pupils (Visible Learning Plus, Hattie, 2017).	1,2,3,4
Continued roll-out of Soundwrite multi-sensory phonics programme and small group teaching.	Inspection feedback emphasised the need for increased consistency in teaching of phonics (OFSTED,2019) Soundwrite is a highly structured, cumulative, sequential, explicit and code-oriented instructional programme for teaching all children to read and spell. (Rose Report, 2006)	1,4
Routinely review EYFS physical learning environment and provision	Invest in professional development so that staff are skilled in (and make time for) the kinds of back-and-forth conversations and frequent book-sharing that researchers have called the “rocket fuel” of language development. (Spencer et al, 2016)	4
Use LbQ diagnostic tool to target intervention activities, personalised feedback, both group and for whole classes.	Feedback has high impact for a very low cost.(EEF Toolkit, 2021) Utilising LbQ to support maths for low cost based on extensive evidence (EEF Toolkit).	1,2,3
Emotionally friendly school award and accredited training from EP	Managing the emotions and mental health of pupils at school has good impact on outcomes for a relatively low cost. (EEF Toolkit, 2021)	1,2,3,4,5
Role of PP lead enables dedicated weekly support for teachers in gaining better outcomes for pupils.	CPD to support teachers on instructional teaching and teaching that supports long-term memory/recall correlates highly with outcomes for pupils (Visible Learning Plus, Hattie, 2017).	1,2,3,4,5

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

Budgeted cost: £52,812

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS and KS1 phonics Soundwrite daily 'Keep-up' sessions.	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 pupil. (EEF, 2021)	1,4
Welcomm speech and language assessment and intervention tool in place for EYFS	Early attention to spoken language, given the extensive evidence that weaker language skills predict low attainment for disadvantaged children (e.g. Spencer et al, 2016)	1,4
121/small group Targeted maths and English tutoring	Small group tutoring can increase learning by up to +4 months per year (EEF T+L toolkit, 2021). Reading comprehension strategies give high impact for low cost, with extensive evidence and +6 months progress (EEF Toolkit, 2021)	1
Reading speed intervention	Reading comprehension strategies give high impact for low cost, with extensive evidence and +6 months progress (EEF Toolkit, 2021)	1,4
Targeted small group Soundwrite phonics intervention, whole school	Soundwrite is a highly structured, cumulative, sequential, explicit and code-oriented instructional programme for teaching all children to read and spell. (Rose Report, 2006)	1,4
Weekly English reading tutoring conducted by Y6 class teachers (mixed ability)	Small group tutoring can increase learning by up to +4 months per year (EEF T+L toolkit, 2021).	1,4
SENDCO teaching of phonics (targeted LKS2)	Soundwrite is a highly structured, cumulative, sequential, explicit and code-oriented instructional programme for teaching all children to read and spell. (Rose Report, 2006)	1,4
Weekly Targeted maths tutoring UKS2	Pupils who are behind in maths at primary school will find it harder to catch up with their peers by age 16 than those who are behind in other subjects, such as English (Centre for Education and Youth, 2021)	3,4

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

Budgeted cost: £24,146

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring of attendance and SLA support provided by LEA attendance officer and pastoral team	Increased attendance at school leads to increased social emotional and educational outcomes (EEF, 2021)	5
Breakfast club/craft and breakfast club	As well as reducing hunger, breakfast clubs were perceived to improve concentration and behaviour in class and to improve punctuality for some pupils. (Evaluation of Breakfast Clubs, DfE, 2017)	6
Targeted social and emotional pastoral support for pupils and families, via group and individual sessions, including liaison with external agencies.	Effective Social Emotional Learning in school can lead to learning gains of +4 months over the course of a year (EEF, 2021)	1,2,3,4,5,6
All trips and costed enrichment activities are subsidised to pupils in receipt of PPG	EEF toolkit states that outdoor adventure learning and curricular enrichment is moderate cost with moderate impact of +4 months. (EEF,2021)	2,5
Targeted supply of equipment free to all pupils in receipt of PPG (eg revision materials, spelling checkers and book bundles)	Resources for reading interventions shows to have high impact for low cost, +6 months (EEF Toolkit)	1,2,3,5,6
Families open to Social Care, transport provided for PP children to attend school regularly	Increased attendance at school leads to increased social emotional and educational outcomes (EEF, 2021)	1,2, 4,5
Homework club for disadvantaged pupils	Some pupils may not have a quiet space for home learning - it is important for schools to consider how home learning can be supported (EEF, 2023)	1,2,3,5

Total budgeted cost: £101,904

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity has had on children at our school.

2021-22

The number of pupils gaining GLD in Early Years was in line with national figures.

The number of pupils passing the phonics screening check in Y1 was in line with peers and above national figures. By the end of Y2, all pupils passed the PSC.

At KS1, a greater number of disadvantaged pupils gained expected standard in reading and maths. In writing, attainment was broadly in-line with their peers.

In Year 3, disadvantaged pupils performed in-line with their peers across all subjects. In writing, the number of pupils gaining EXS moved from 4 to 9.

In Years 4 and 5, although the number of pupils gaining EXS is below that of their peers, the gap is closing across all subjects.

In Year 6 (SATS), attainment in reading and maths was broadly in-line with that of their peers. In writing, the same pupils performed less well than their peers.

2022-23

In EYFS 67% of children achieved the expected standard in writing ELG, in line with other pupils nationally.

At KS1, a greater number of disadvantaged pupils gained expected standard in reading, writing and maths compared to those nationally.

By the end of Y2, all pupils passed the phonics screening check.

Pupil attainment in Y6 was higher than their peers nationally in English reading and mathematics.

In reading, disadvantaged pupils made accelerated progress compared to their peers at Marus Bridge and those locally and nationally, with a progress score of 2.4.

In writing, disadvantaged pupils made accelerated progress compared to their peers at Marus Bridge and those locally and nationally, with a progress score of 2.0.

In maths, disadvantaged pupils made accelerated progress compared to their peers locally and nationally, with a progress score of 2.3.

The number of disadvantaged children achieving the higher standard is greater this year than last year's cohort and in line or above figures nationally.



**Marus Bridge Primary School
Pupil Premium Strategy 2021 - 2024**

