

MBPS Pupil Premium Strategy Statement 2021

Using the Pupil Premium Funding

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.

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	407
Proportion (%) of pupil premium eligible pupils	14%
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	Tony Gerrard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84355
School led tutoring allocation	£6277
Recovery premium funding allocation this academic year	£8555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£19115
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	£118302

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 in receipt of pupil premium.

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 for pupils in receipt of PPG in KS2 are below their peers.
2	Internal monitoring tells us that outcomes in mathematics for PPG in upper juniors is currently below peers.
3	Disadvantaged pupils often start school with more limited speech, communication and language acquisition when compared to their peers.
4	Reduced cultural and social interaction of disadvantaged pupils impacts on outcomes in the wider curriculum.
5	Attendance of pupils in receipt of PPG is currently 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.
2	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.
3	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.
4	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.
5	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 to close.

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: £49,466

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
Recruitment of additional teacher for UKS2 (two terms from Spring 1)	Targeted booster group teaching impacts positively on outcomes for all children (Visible Learning Plus, Hattie, 2017)	1,2
Continued roll-out of Soundwrite multi-sensory phonics programme.	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)	1,3
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. Review the early years learning environment with staff, so as to create more “communication hotspots”. (Spencer et al, 2016)	3
Use PiXL 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 Pixl to support reading, reading comprehension strategies can give high impact +6 months, for low cost based on extensive evidence (EEF Toolkit).	1,2,4
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

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

Budgeted cost: £ 42,013

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)	1,3
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	1,3
Before school intervention programme – IDL Spelling and Early Reading (LKS2)	In the previous academic year, pupils who attended 2x IDL sessions per week made accelerated progress. (MBPS Internal data, 2020)	1,4
121/small group Targeted maths and English tutoring LKS2 (Jan)	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)	
Before School Intervention programme – Reading Plus (UKS2)	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	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
121 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)	2

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

Budgeted cost: £ 26,823

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring of attendance and SLA support provided by LEA attendance officer.	Increased attendance at school leads to increased social emotional and educational outcomes (EEF, 2021)	5
Continuation of Breakfast Buddies before school 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)	5
Targeted social and emotional pastoral support, via group and individual sessions.	Effective Social Emotional Learning in school can lead to learning gains of +4 months over the course of a year (EEF, 2021)	1,2, 5
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)	1,2, 4
Targeted supply of equipment in school free to all pupils in receipt of PPG (eg recorders, revision materials, book bundles)	Resources for reading interventions shows to have high impact for low cost, +6 months (EEF Toolkit)	1,2,3,4
KS2 pupils in receipt of PPG have access to a laptop for home use	Resources for reading interventions shows to have high impact for low cost, +6 months (EEF Toolkit)	1,2,4,5
Families open to Social Care, transport has been 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

Total budgeted cost: £118,302

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.

Engagement in remote learning increased throughout school closures as a result of careful monitoring pastoral team and teacher focus. Engagement in learning for PPG children increased by approximately 20% compared to the first lockdown.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly 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.

In 2021 in Year 1, 75% of pupils in receipt of PP funding passed the phonics screen (completed internally), compared to 59% across the year group.

In both writing and mathematics, an additional 2 pupils who did not make the expected standard in Year 2, made the expected standard by the end of Year 6. The attainment gap between PPG and other children narrowed by the end of KS2. (see below)

End Of Year 2020-2021									
	Y2		Y6						
	Summer		Autumn		Spring		Summer		
	SAT TA		Main Assessment		Main Assessment		Main Assessment		
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	
WRITING	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	
PPG	22%	0%	33%	0%	44%	0%	44%	0%	
Not PPG	77%	19%	52%	0%	67%	10%	62%	12%	

	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
MATHS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
PPG	33%	0%	44%	0%	44%	0%	55%	0%
Not PPG	75%	17%	69%	15%	69%	19%	79%	23%

In English reading, by the end of KS2 one additional pupil who did not make the EXS in Year 2, made the expected standard and another made GDS from EXS at Y2. The attainment gap between PPG and other children narrowed by the end of KS2. (see below)

ENGLISH READING 2020-2021									
Y2			Y6 2020-2021						
Summer			Autumn		Spring		Summer		
SAT TA			Main Assessment		Main Assessment		Main Assessment		
READING	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	GDS
PPG	56%	0%	55%	11%	66%	11%	66%	11%	11%
Not PPG	83%	23%	85%	15%	90%	25%	81%	31%	31%