

# Pupil premium strategy statement – Marsh Hill Primary School 2023-2024

This statement details our school’s use of pupil premium (and recovery premium for the 2023 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

Detail	Data
Number of pupils in school	417 (November 2023)
Proportion (%) of pupil premium eligible pupils	45% (187 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3-year plan (2023 to 2026)
Date this statement was published	September 2023
Date on which it will be reviewed	September 2026
Statement authorised by	Mr. J. Cusack
Pupil premium lead	Mrs. R. Leavey
Governor / Trustee lead	Mr. P. Basil

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,355
Recovery premium funding allocation this academic year	£13,195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£276,550

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium Strategy Plan of Marsh Hill Primary School aims to ensure that children who are disadvantaged, due to household income or personal circumstances, still fully participate in the aspirational education that we offer. Our plan aims to break down any academic or social barriers facing children so that they can thrive whilst at Marsh Hill Primary School and be fully prepared for the next stage of their education.

Marsh Hill Primary School utilises the Pupil Premium Grant and Recovery Premium Grant to ensure that disadvantaged pupils:

- Attend school regularly and consistently, at least in-line with National Averages.
- Receive the highest quality levels of teaching and learning from skilled staff with up to-date training.
- Have access to a wide range of appropriate resources, including ICT equipment, to help them in their schooling and remote learning.
- Are very-well supported, mentally, academically and socially. We aim to rapidly close any identified gaps in learning as well as ensure children are happy and healthy.
- Receive specialised support where identified; for example, speech and language.

The Pupil Premium Strategy Plan at Marsh Hill Primary School works towards achieving these objectives by:

- Carefully monitoring attendance and punctuality so that attendance is at least in-line with national data. We also aim to reduce any pupil's persistent absences, and support and work with parents so that attendance in school rapidly improves. We celebrate and promote good attendance through our 'Attendance Parties' and work with parents in a supportive manner where we have attendance and punctuality concerns.
- Train, coach and mentor our teachers and teaching assistants to ensure that their practice and pedagogy is best-suited to the needs of the children, so that they can make good or better progress.
- Purchasing high-quality resources in-line with subject action plans and the school development plan, and evaluating the impact of these resources.
- Implementing robust practices to ensure that children who may fall behind in their learning are very well-supported.
- Working with Forest Schools Birmingham to deliver weekly Forest School sessions as a pastoral intervention with identified pupils. Train a member of staff to become a Forest School Practitioner to embed Forest Schools within school.
- Working with Beacon Behaviour Support and Urban Devotion Birmingham to give children access to mental health and emotional wellbeing when they require it.
- Working with Urban Devotion Birmingham, a local organisation that work with identified children with mental health and emotional wellbeing needs through Play Therapy, Counselling and Wellbeing Champions support.
- Tracking the progress of each and every disadvantaged pupil, evaluating the impact of the support that they have been given to ensure it is suited to their needs and money well-spent

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Academic progress and attainment.</u></b>            Internal data analysis indicates that 48% of Year 1 Pupil Premium pupils achieved ARE in Reading and Maths at the end of last academic year (2023) This is due in part to the lack of access to high quality texts and support in reading and homework at home.            End of KS1 data analysis indicates that 54% of Year 2 Pupil Premium pupils achieved ARE in Reading, Writing, Maths at the end of last academic year (2023)            Internal data analysis indicates that 45% of Year 3 Pupil Premium pupils achieved ARE in Reading at the end of last academic year (2023)            Internal data analysis indicates that 47% of Year 5 Pupil Premium pupils achieved ARE in Maths at the end of last academic year (2023)            This academic year, Year 3, 5 and 6 have over 50% of the cohort eligible for Pupil Premium. These will require close monitoring and targeted support to ensure Pupil Premium pupils achieve ARE or above.</p>
2	<p><b><u>Speech and Language Development/ EAL.</u></b>            During the Autumn term 2023, Wellcomm screening results indicated 78% of EYFS pupils are working below age related and require daily Wellcomm sessions with our trained EYFS Teacher.            The EYFS intake has an increase of pupils with English as an Additional Language therefore we require EAL sessions with a Teaching Assistant that speaks home language.</p>
3	<p><b><u>Mental health and emotional wellbeing.</u></b>            Since the pandemic, pupils (and parents) have suffered with significantly more mental health, emotional and social challenges. Pupils are struggling with friendships, anxieties, low self-esteem and self-harm.            Our EYFS pupils enter school with more behavioural difficulties and need additional support to learn how to socialise in the unit. This could be a result of the pandemic when they would have been between 1-2years old and missed out on the early opportunities of Play and Stays, library visits, swimming and Nursery when everywhere was in Lockdown.</p>
4	<p><b><u>Deprivation.</u></b>            We are situated in one of the most highly deprived areas in Birmingham.            144 of our pupils (34%) are on the vulnerable pupil list. These pupils and families need additional support in a variety of ways, such as support in getting to school, free breakfast club, offering after school clubs, support with paying for school trips and residential, purchasing uniforms and PE kits, providing a morning snack to ensure pupils are not hungry.</p>
5	<p><b><u>Attendance.</u></b>            Last academic year, 16.55% of Pupil Premium pupils had persistent absence compared to the National PP PA of 21% (data taken from end of term July 2023). The attendance team which is led by our DSL/Pastoral Manager, work closely to monitor attendance on a fortnightly basis and have rigorous systems in place to ensure pupils are in school. Attendance rewards are celebrated across the year.</p>

## 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
Identified Pupil Premium Pupils falling behind make rapid progress so that greater numbers of pupils eligible for Pupil Premium meet ARE.	The gap between the number of Pupil premium pupils and Non-Pupil Premium pupils is narrowed and minimised over time.
<p>Children make good progress from their starting points on the Wellcomm programme.</p> <p>Children in EYFS are well supported through Wellcomm Speech and Language Programme.</p> <p>Our EAL pupils are well supported and their language develops through structured Racing to English support.</p>	<p>Number of EYFS children who are on 'Green Stage' by the end of EYFS increases from the Autumn Term.</p> <p>Number of Year 1 children who are on 'Green Stage' by the end of Y1 increases from the Autumn Term.</p> <p>Racing to English data shows increased numbers of pupils developing their English.</p>
To achieve and sustain improved well-being for all pupils in Marsh Hill.	<p>Sustained high levels of well-being, with participation in enrichment activities across the year.</p> <p>Children speak openly about any concerns or worries that affect their mental health and emotional wellbeing in school and at home.</p> <p>Children are emotionally resilient to the challenges of post-pandemic or other factors they find challenging.</p>
To continue to contribute in helping to relieve local deprivation issues.	<p>The number of Pupil Premium pupils accessing breakfast club increases which enables them to be in school every day.</p> <p>Pupils have the correct uniform and PE kit which relieves the anxieties of peer pressure and pressures on their families that are struggling financially.</p> <p>All pupils have the same opportunities to experience trips and wider curricular activities.</p>
To achieve and sustain improved attendance for all pupils, in particular our Pupil Premium pupils.	<p>Our overall attendance is in line or above the National average.</p> <p>Pupil Premium PA attendance is in line with National % with an aspiration to be below.</p>

## 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: £75,911**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Academic progress and attainment.</u></b></p> <p>Staff Training session on Mathletics to further develop the use of Mathletics to raise attainment in Maths but to also support learning at home. (£2456)</p>	<p>EEF (Education Endowment Foundation) research suggests that high quality teaching improves pupils outcomes, and professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>Children must have access to a wide range of quality curriculum resources, that they can use at home and at school, in order to facilitate learning across the curriculum.</p>	1
<p>Staff Training session on Charanga to further develop staff knowledge and develop confidence when teaching Music. (£0)</p>	<p><a href="#">The Education Policy Institute</a> found that High-quality CPD for teachers has a significant effect on pupils' learning outcomes.</p> <p>EEF (Education Endowment Foundation) research suggests that high quality teaching improves pupils outcomes, and professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	1
<p>Recruitment of a Teaching Assistant in EYFS to support pupils with challenging behaviours and low attainment. (£34,000)</p>	<p>Recruit additional teaching assistant to deliver targeted interventions and support across EYFS.</p> <p>Targeted teaching has been seen to be effective in closing the gaps in learning, <a href="#">Education Endowment Foundation</a> research.</p>	1, 2
<p>Continue to subscribe to White Rose Maths to ensure teachers deliver high quality lessons in maths across school £275</p> <p>The National College subscription to allow staff to attend training courses tailored to their subject area and/or interests. (£1194)</p>	<p><a href="#">The Education Policy Institute</a> found that High-quality CPD for teachers has a significant effect on pupils' learning outcomes.</p> <p>CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</p> <p>Teacher CPD may be a cost-effective intervention for improving pupil outcomes.</p> <p>CPD programmes generally produce positive responses from teachers, in contrast to other interventions.</p>	1, 2, 3

<p>Beacon Behaviour Support to work with and support the SENDCo, teaching staff and the pastoral team when supporting pupils with SEMH and SEND needs. (£4000)</p> <p>Release subject leaders to support staff across school with coaching, planning and team teaching per half term. (£220 p/d cover – 7 SL’s a day per half term = £9240)</p>	<p>Increasing the availability of high-quality CPD has been shown to improve retention problems, particularly for early career teachers. EEF (Education Endowment Foundation) research suggests that high quality teaching improves pupils outcomes, and professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p>	
<p>Hire a portable swimming pool from Elite Swimming and swimming instructor and lifeguard that will give KS2 and possibly Year 2 the opportunity to swim every day for 7weeks and earn their 25metre badge. (£6,500)</p>	<p>Swim England commissioned research that shows evidence on the contribution of swimming to support the healthy development of children, and how this can contribute to their physical, mental and social skills. The report found evidence that swimmers live longer, that regular swimming helps older people stay mentally and physically fit, and participation in swimming lessons can help children to develop physical, cognitive and social skills quicker</p>	1,3,4
<p>Embedding high quality assessments – standardised diagnostic assessments Subscribe to Hodder Assessments to complete PIRA, PUMA and GAPS standardised tests with all pupils termly) (£246)</p>	<p>In an EEF study on standardised tests, it is recognised that standardised tests can provide reliable insights into specific strengths and weaknesses of each pupil to ensure they receive the correct additional support through targeted teaching or interventions.</p>	1
<p>Purchase Class VR Headsets to support the delivery of experiences and lessons across school. Onsite CPD training for all staff to allow staff to maximise the use of the VR Headsets. (£18,000)</p>	<p>Research of using VR experiences shows that it raises engagement and increases knowledge retention. Learning through experiences can boost knowledge retention by up to 75%. “Participants in the VR condition also showed better performance for ‘remembering’ than those in the traditional and the video conditions. Emotion self-ratings before and after the learning phase showed an increase in positive emotions and a decrease in negative emotions for the VR condition...” Association for Learning Technology (2018)</p>	1,2,3,4

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

**Budgeted cost: £38,273**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Speech and Language Development/ EAL.</u></b></p> <p>Continue to use Speech Spot services. Once a week the Speech and Language Therapist will target EYFS/ KS1 pupils on a 1:1 basis who are working below ARE in speech development. (£5250)</p> <p>Specialist SALT Teaching Assistant will target KS1 pupils on a 1:1 basis who are working below ARE (£25,000)</p>	<p>The <a href="#">Education Endowment Foundation</a> found that, on average, speech and language approaches have a high impact on pupil outcomes with 6 months of additional progress (7 months for Early Years children), esp. when staff receive quality training. Oral/speech and language interventions are most effective when they occur regularly.</p>	1, 2
<p><b><u>Academic progress and attainment.</u></b></p> <p>Lexia subscription to target pupils reading below age related expectations across school. (£4643) 3year subscription</p>	<p>Children must have access to a wide range of quality curriculum resources, that they can use at home and at school, in order to facilitate learning across the curriculum.</p> <p>The EEF note that children need wider language and literacy experiences to develop their understanding of written texts in all their forms,</p>	1
<p>Learning By Questions subscription to target pupils working below in Maths. Small group interventions and targeted homework. (£2180)</p>	<p>Children must have access to a wide range of quality curriculum resources, that they can use at home and at school, in order to facilitate learning across the curriculum.</p>	1
<p>Purchase CGP SATs buster workbooks for Year 6 pupils to support raising the attainment in R/W/M and to support learning at home. (£20 per pupil = £1200)</p>	<p>Children must have access to a wide range of quality curriculum resources, that they can use at home and at school, in order to facilitate learning across the curriculum.</p>	
<p>Class Teacher will work with their Pupil Premium pupils regularly to ensure the gaps are narrowing.</p>	<p>Pupil Premium pupils completed a questionnaire that suggested the large majority believed that working in a small group with the teacher helped them more in lessons.</p>	1, 3



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

Budgeted cost: £ 159,593

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Mental health and emotional wellbeing.</u></b></p> <p>Continue to have a Pastoral Team that comprises of a Pastoral Lead and two Learning Mentors to provide mental and emotional wellbeing and support to identified pupils and their families to support them in their learning and coping strategies.</p> <p>£97,865 (staffing)</p> <p>Continue to sign up to the services of Urban Devotion Birmingham (UDB) to support our vulnerable pupils. Trained Counsellor and Play Therapist work with pupils on a 1:1 basis on a half termly basis.</p> <p>(£4300 Play Therapy. £4300 Counselling)</p> <p>Continue to use Forest School Birmingham and a Forest School Practitioner to deliver weekly sessions to our identified vulnerable pupils. (£8000)</p> <p>Nominal Fee to rent the woods at a local primary school (£2500)</p>	<p>Research and evidence shows that pastoral support raises attendance. Within school, our data shows that since having a robust Pastoral team, attendance, behaviour and wellbeing has improved.</p> <p>As a school, our pastoral referrals have increased since the pandemic, families have suffered with bereavement and required direct support. Many families received weekly food packages and food bank vouchers along with being signposted to appropriate agencies. As a result of the recent energy crisis and reduction of Universal Credit, our families are relying more so on food banks and additional support from the school and community.</p> <p>Key findings from an EEF study suggest that parental engagement has a positive impact on average of 5 months additional progress. It also showed the impact is higher for children with low attainment.</p> <p>Research shows:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>Our Learning Mentors deliver one to one and peer mentoring sessions. Research shows:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p> <p>Outdoor learning is known for building skills in listening, social skills, team building and resilience. In response to Covid19, we have researched Forest Schools in the local area and are collaborating with another local school to deliver weekly forest school sessions to our vulnerable/pupil premium pupils as an alternative intervention.</p> <p>Research into outdoor learning and adventures shows:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	<p>3,4,5 and the impact on 1</p>



<p>Beacon Behaviour Support to work with and support the SENDCo, teaching staff and the pastoral team when supporting pupils with SEMH and SEND needs. (£4000)</p> <p>Use Iris Adapt as the school's behaviour record system £858</p>	<p>School data shows that behaviour incidents over the last academic year had reduced following pastoral support and intervention.</p> <p>Research shows:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>1,2,3</p>
<p><b><u>Attendance</u></b></p> <p>Pastoral Manager leads on monitoring Attendance and supporting families.</p> <p>Attendance rewards £500</p> <p>Continue to use the Marvellous Me (Parent communication system (£700)</p>	<p>As a school our attendance figure last academic year was above national at 93.1%,(National was 90.9%). Currently our attendance is still above National at 96.4%, National is 93.9%. Pupil Premium PA is below National at 16.55%, National is 21%.</p> <p>Key findings from an EEF study suggest that parental engagement has a positive impact on average of 5 months additional progress. It also showed the impact is higher for children with low attainment.</p>	<p>1,3,4,5</p>
<p><b><u>Deprivation and Attendance</u></b></p> <p>Offer breakfast club free to all Pupil Premium Pupils to ensure they attend school on time and are not hungry. Purchase new resources and storage units. (£4570 staffing £1000 resources)</p>	<p>The COVID-19 pandemic saw an approximate increase of 20% of our pupils become eligible for the Pupil Premium Grant. Many of our families accessed the COVID-19 resilience/hardship fund during this time. By providing breakfast club free of charge to disadvantaged pupils, we know that we are providing a small contribution to help tackle local deprivation.</p>	<p>4,5</p>
<p><b><u>Deprivation</u></b></p> <p>Provide a healthy morning snack of fruit to KS2 pupils who are no longer entitled to the free fruit scheme.</p> <p>Provide a carton of milk free of charge to EYFS pupils to ensure bone development. (£7500)</p>	<p>The COVID-19 pandemic saw an approximate increase of 20% of our pupils become eligible for the Pupil Premium Grant. Many of our families accessed the COVID-19 resilience/hardship fund during this time. By providing a mid-morning piece of fruit and milk free of charge to all pupils, we know that we are providing a small contribution to help tackle local deprivation and we know that by providing children with a snack and milk we are providing calcium for bone development.</p>	<p>5 and impacts on 1</p>

<p><b><u>Deprivation</u></b></p> <p>Lease a minibus to allow pupils the opportunities to attend sports events, trips, Forest School and any other events that require transport. (£5000)</p> <p>Subsidise one class curriculum trip and/or Pantomime trip for Pupil Premium Pupils (£2000)</p> <p>Subsidise the Year 2 sleepover in the woods and Year 6 Residential to Woodlands Adventure Activity Centre Trip £2000</p> <p>Subsidise a whole school trip to the Seaside for Pupil Premium Pupils (£10,000)</p>	<p>Families on low income/unable to pay for children's extra-curricular learning. By providing allocated free places to disadvantaged children, allows for them to receive experiences outside of school that they may not have. This will support our curriculum intent. Outcomes of this will be to enhance children's opportunities and for the children to learn from these.</p> <p>It is recognised by the EEF that outdoor adventure learning might provide opportunities for disadvantaged pupils to participate in activities they might otherwise not be able to access. They can develop non-cognitive skills such as resilience, confidence and motivation. The application of these skills in the classroom may in turn have a positive effect on academic outcomes.</p>	<p>3,4, 5</p>
<p>Provide Peripatetic lessons to pupils with an interest in continuing to learn an instrument free of charge. (£1000)</p>		<p>1,3,4</p>
<p>Identified vulnerable pupils are to be offered horse riding lessons free of charge to support their wellbeing. (£12.50 per child = £5250)</p>		<p>3,4,5</p>
<p>Provide after school clubs with external providers for free to all pupils. (KDDK,Active Spark) (£1250)</p>		<p>1,3,4,5</p>
<p>Purchase uniform and PE kits for Pupil Premium pupils if the families are struggling. £1000</p>		<p>3,4</p>

**Total budgeted cost: £273,777** (remaining £2773 towards any additional costs)

## 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 2023 to 2024 academic year.

Will be completed in July 2024

### 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
Maths	Learning By Questions (LBQ)
Reading	Pearson – Bug Club, Phonics Bug Lexia
Behaviour/ Mental Health/Emotional Wellbeing	Beacon Behaviour Support

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not Applicable.
What was the impact of that spending on service pupil premium eligible pupils?	Not Applicable.