

Pupil Premium Strategy Statement 2025-2028

Marsh Green Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	365
Proportion (%) of pupil premium eligible pupils	33
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	September 2023
Date on which it will be reviewed	Termly
Statement authorised by	N.Sanchez Headteacher
Pupil premium lead	Natalie Sanchez
Governor / Trustee lead	Bronagh O'Neill Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,035
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£165,035

Part A: Pupil premium strategy plan

Statement of intent

At Marsh Green, we have high expectations and ambition for all our children, irrespective of their background or the challenges they face. We prioritise building on our children's actual starting points and our curriculum design, school development plan and pupil premium strategy all echo each other and drive our high-quality provision across the school.

We use a variety of tools to assess secure learning, such as language screening from the Nuffield Early Language Intervention (NELI) and our own internal assessment tools. We are focused on the knowledge and skills gained by our children and how these can be applied through real experiences, underpinned by developing excellent oracy. We try to maintain an effective balance between using standardised assessment tools and teacher diagnostic assessments rooted in the classroom.

Quality first inclusive teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils need most support. We are constantly focused on closing the attainment gap and this also benefits our non-disadvantaged children.

The approaches we have adopted complement each other to help all children to excel. To ensure they are effective we will

- Ensure disadvantages pupils are challenged in the work they are set
- React quickly when need is identified and adapt and amend provision appropriately, in order to maximise and learning
- Adopt consistent whole school approach in which all staff take responsibility for disadvantaged pupils' outcome and have the same high expectations of all pupils and what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In 2021-2022 57% of disadvantaged children achieved the expected standard or higher in reading compared to 72% nationally. The phonics screening data in 2021-2022 shows that 67% of the disadvantaged pupils met the expected standard compared to 80% nationally. Their average mark was 30 compared to a national average of 33.
3	Although our attendance data shows that the attendance of our disadvantaged children has improved from 88.93% in 2021-2022 to 92.7% in 2022-2023 it is still below our overall attendance target of 95%. Of the disadvantaged children who are also persistently absent we have identified the main concern as poor parenting with low expectations and lack of routine and discipline. These children also have social and emotional needs in order to become successful learners.
4	Our observations and discussions with pupils and families indicate that the lack of lived experiences outside of school (Cultural Capital) are extremely limited. This lack of enrichment opportunities particularly affects disadvantaged pupils including their attainment.
5	Observations and assessments indicate that the starting points of disadvantaged children in Early Years is significantly below that of non-disadvantaged children.
6	Our assessments (including a wellbeing survey), observations and discussions with children indicate social and emotional issues for many children – notably due to social deprivation, poor parenting and lack of enrichment opportunities outside of school. These challenges particularly affect disadvantaged pupils. Analysis of this group shows that they are disproportionately White British with low attainment, poor metacognition and self-regulation skills.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils, particularly in KS1.	KS1 reading and phonics outcomes in 2025-2026 show that the number of disadvantaged pupils meeting the expected standard or better is equal to or above the national.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027-2028 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities by disadvantaged pupils, particularly the White British target group. • achievement of the gold wellbeing award
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027-2028 demonstrated by: • the overall attendance of all pupils being at least 94% • the percentage of pupils who are persistently absent being below 5%
To achieve and sustain improved engagement in enrichment activities, including after school clubs for our disadvantaged pupils.	Sustained high attendance of extra-curricular clubs and activities by 2025-2026.

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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 5 & 6
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF Nuffield Early Language Intervention (NELI) - Development of an... EEF (educationendowmentfoundation.org.uk)	1, 2, 5 & 6
Enhancement of our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics and reading teaching for all pupils.	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 pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	1, 2 & 5

Engage our parents in workshops so that our parents can better support their children at home.	The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment, through providing guidance to parents about how they can support their child. Parental engagement approaches have, on average, a positive impact of 5 months additional progress. There is extensive evidence on the positive impact of parental engagement approaches. Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5 & 6
Training for staff to ensure clarity and consistency of the teaching of metacognitive strategies.	Evidence suggests that the use of metacognitive strategies – which get pupils to think about their own learning – can be worth the equivalent of an additional +7months’ progress. The potential impact of these approaches is very high, particularly for disadvantaged pupils. Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	1, 2, 5 & 6

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing programs to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2 & 6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by MW.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2 & 5
Partnerships with the Barbican and Story of Me to develop and sustain children's oracy skills through history and literacy.	Evidence suggests that oral language interventions that explicit aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 4 & 6

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

Budgeted cost: £37,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for the Attendance Manager and SLT Attendance Manager to develop procedures to further improve attendance. Working in partnership with the Borough Attendance Team.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Training for support staff on how to deliver an effective nurture group with the aim of developing pupil self-esteem and social skills.	Evidence suggests that when implemented well, social and emotional learning (SEL) strategies can have positive impacts on a range of outcomes, including attitude, behaviours and relationships with peers. EEF blog: Weaving social and emotional learning (SEL) habits... EEF (educationendowmentfoundation.org.uk)	3 & 6
Training for named members of staff in Triple P.	Triple P aims to improve outcomes for children and families by enhancing positive parenting through practicing parenting strategies. Level 4 Group Triple P (Positive Parenting Program) EEF (educationendowmentfoundation.org.uk)	3 & 6
Review enrichment opportunities offer both in school and after school. Target specific disadvantaged pupils. Track and monitor the	Planned extra-curricular activities, such as an after-school club, are more likely to offer academic benefits than sporting activities alone.	2, 3, 4, 5, & 6

attendance of disadvantaged pupils.	Physical activity EEF (educationendowmentfoundation.org.uk)	
Financially supporting disadvantaged pupils to access enrichment activities e.g. school trips and residential visits.	There is some evidence that involvement in extra-curricular activities may increase pupil attendance and retention. Physical activity EEF (educationendowmentfoundation.org.uk)	3 & 4
Contingency fund for acute issues. E.g. school meals & school uniform etc...	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	3 & 6

Total budgeted cost: £112,035

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We will update this section in July 2023 when assessment data is published.