



How can I say “I can’t” when the Bible says: ‘I can do everything through Him

Succeeding together - fostering a love of learning, within a nurturing Christian community, to bring out ‘the best in everyone’.

who gives me strength.’ Philippians 4:13

Pupil Premium Strategy Statement

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.

School overview

| Detail | Data |
|---|----------------------------|
| School name | Marsh Gibbon C of E School |
| Number of pupils in school | 171 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/2023 to 2025/2026 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Beth Brown |
| Pupil premium lead | Beth Brown |
| Governor / Trustee lead | Jo Watson (Governor) |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £29,085 |
| Recovery premium funding allocation this academic year | £ 6,420 |
| 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 | £35,505 |

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium grant is a sum of money given to schools each year by the Government to improve the attainment and progress of disadvantaged children. The intention of Pupil Premium funding is to directly benefit the children who are eligible, helping to narrow the attainment and progress gap between them and their classmates.

We aim for every child, within our school, to experience an excellent education and to realise their potential to flourish.

Improving the achievement of disadvantaged pupils is integral to our key priorities relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, emotionally, or academically because of disadvantage.

We use research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support.

In line with the EEF guide, Marsh Gibbon C of E School adopts a tiered approach to Pupil Premium spending which has high quality teaching at the core. The tiers are as follows:

T1: Teaching – Ensuring an effective teacher is in front of every class, and that every teacher is supported to develop professionally, is the key ingredient of a successful school and should rightly be the top priority for pupil premium spending. Spending on improving teaching might, but not exclusively, include professional development, training and support for teachers at all stages of their career.

T2: Targeted Academic Support – Evidence consistently shows the positive impact that quality targeted support can have on those pupils who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support is a key component of an effective Pupil Premium strategy.

T3: Wider Strategies – Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and financial, social and emotional needs of families. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

All colleagues take responsibility for our whole school approach for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Useful links:

- <https://www.gov.uk/government/publications/pupil-premium/pupil-premium>
- <https://educationendowmentfoundation.org.uk/>

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Disadvantaged pupils have underdeveloped oral language skills and vocabulary gaps in comparison to their peers. This also includes specific speech and language difficulties. |
| 2 | On average, disadvantaged pupils have lower attainment and slower progress rates resulting in a widening of the attainment gap in reading, writing and maths. |
| 3 | Lower attendance, including lateness, and higher rates of persistent absenteeism is more prevalent for disadvantaged pupils. |
| 4 | Pupils have limited life experiences. They may also have limited access to books, libraries and technology (such as chrome books). |
| 5 | Parental engagement with school and also supporting learning from home is often limited. |
| 6 | Financial barriers and deprivation – impacting resourcing of uniform and access to extra-curricular opportunities. |

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 | Challenge Number | Success criteria |
|--|------------------|---|
| <p>Improved attainment among disadvantaged pupils in all statutory assessments.</p> <p>The gap is narrowed in the progress and attainment of disadvantaged and non - disadvantaged children.</p> | 2, 3 | <p>Improved attainment is demonstrated by:</p> <ul style="list-style-type: none"> • 100% of disadvantaged children make at least expected progress from respective starting points • Statutory assessments in 2023/24 will show that more than 65% of disadvantaged pupils met the expected standard. • Interventions take place based on gaps in learning |
| <p>The language deficit for pupils is diminished and any speech and language needs are identified and addressed at an early stage.</p> | 1 | <ul style="list-style-type: none"> • All pupils are exposed to higher level vocabulary throughout the curriculum, demonstrated through planning, classroom environments and outcomes of pupils' work. • Pupils read regularly and at home. They have access to high quality books for individual and shared reading. |

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| | | <ul style="list-style-type: none"> • Speech and language needs for pupils are met early through screening. A targeted approach in place to address any identified need and individual pupils' progress. |
| To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils. | 3 | <p>Sustained high attendance from 2023/24 is demonstrated by:</p> <ul style="list-style-type: none"> • Overall absence rate for all pupils being no more than 4%, and to have no attendance gap between disadvantaged pupils and their non-disadvantaged peers • The percentage of pupils who are persistently absent being below national average and the figure among disadvantaged pupils being no more than 2% lower than their peers • Lateness to school, both before and after register closes, is diminished • Support is in place to enable parents to overcome any barriers that prevent their children attending school or arriving late. |
| To ensure that financial and other pressures do not impact on a parents' ability to support their children's schooling and education. | 4, 6 | <p>This will be demonstrated by:</p> <ul style="list-style-type: none"> • Parents being supported with the cost of school uniform • Pupils having the resources and equipment they require to fully engage and access the curriculum, both at home and school, to ensure equality of access and opportunity • Access to before and after school care for disadvantaged pupils will be the same as their peers |
| To ensure that disadvantaged families feel confident, comfortable and motivated to engage with school and wider services. | 5 | <p>This will be demonstrated by:</p> <ul style="list-style-type: none"> • Parents being able to access full communication from the school using selected platforms. • Parents of disadvantaged pupils will engage well with the school and approach staff for help and support. • Attendance for disadvantaged families at parent consultations, school events, curriculum workshops will be in line with those families who are non-disadvantaged. Separate individual invitations to for these families. • Parents engaging positively with wider services, supported by school staff. |

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.

Budgeted cost: **£17,693**

| Activity | Evidence that supports this approach | Challenge Number/s |
|--|--|--------------------|
| <p>Provide 'Keep up and Catch up' training for identified staff in the new phonics programme</p> <ul style="list-style-type: none"> • Provide training for any new staff in the phonics programme • Provide regular non-contact time for the Phonics Lead to work with class teachers, and support staff • Ensure resourcing meets the needs of the phonics programme | <p>While the teaching of phonics at school has been good and results historically strong for all children, new teachers to school and teaching assistants need training in a scheme which is validated by DfE.</p> <p>This will allow children to receive effective, structured and carefully sequenced lessons, organised by outcomes from assessments.</p> | <p>2</p> |
| <p>Improve teaching and learning with a focus on evidence-based strategies to support Quality First Teaching including targeted CPD.</p> <ul style="list-style-type: none"> • External teaching and learning consultant to work with staff. • Maintain a strong focus on Quality First Teaching in our own internal CPD programme. | <p>The single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school-based factor.</p> <p><u>Education Endowment Foundation (EEF)</u></p> | <p>1,2</p> |
| <ul style="list-style-type: none"> • Purchase standardised reading assessments and provide training for staff to ensure assessments are interpreted and administered correctly. | <p>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: <u>Standardised tests, Assessing and Monitoring Pupil</u></p> | <p>2</p> |

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| | <u>Progress, Education Endowment Foundation (EEF)</u> | |
| <p>Provide rich and varied curriculum which enhances pupils' vocabulary and exposes them to a wide range of new language.</p> <ul style="list-style-type: none"> • Purchase curriculum resources to support teaching and first-hand experiences of identified subject specific vocabulary. <p>Schedule subject leader time so leaders can monitor language provision in each subject.</p> | <p>The single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school-based factor. By ensuring that our curriculum addresses the need to enhance pupils' vocabulary and is suitably resourced supports learning development.</p> <p><u>Education Endowment Foundation (EEF)</u></p> | 1,2,4 |
| <ul style="list-style-type: none"> • Provide pupils with Book in a Box each month. Quality rich texts to support language development. • Give all pupils opportunity to access high quality texts both within school and to borrow from the school library. • Purchase additional books for the reading scheme chosen by the school to supplement those already available to pupils. • Purchase any texts listed on the school year group book lists as necessary. | <p><u>The Centre for Literacy in Primary Education (CLPE)</u> suggests that high quality texts create more discussion, better questioning and a more thorough understanding of vocabulary.</p> | 1,2,4 |

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

Budgeted cost: **£9,641**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <ul style="list-style-type: none"> Provide timely and quality small group intervention programmes in reading, phonics, writing and mathematics to address gaps in learning and accelerate progress. | <p>The key findings of the EEF are that:</p> <ul style="list-style-type: none"> Small group or 1:1 tuition has an average impact of four months' additional progress over the course of a year. Small group or 1:1 tuition is most likely to be effective if it is targeted at pupils' specific needs. Providing training to the staff that deliver the support is likely to increase impact. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. | 2 |
| <ul style="list-style-type: none"> Implement Precision Teaching for phonics, high frequency words, spelling patterns, times tables and securing number bonds. | | 2 |
| <ul style="list-style-type: none"> Provide additional 1:1 reading with teaching assistant or teacher each week so reading strategies can be taught and opportunity to improve fluency is given. | | 2 |
| <ul style="list-style-type: none"> Address the needs of individual pupils through quality targeted speech and language interventions. | <p>The key findings of the EEF are that:</p> <ul style="list-style-type: none"> On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of | 1 |

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| | <p>development, so that it extends their learning and connects with the curriculum.</p> <ul style="list-style-type: none"> • Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. • Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs. | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,171

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <ul style="list-style-type: none"> • Track attendance and punctuality of disadvantaged pupils on a 6-weekly cycle. Follow up attendance concerns immediately and keep a record on SIMS registers • Meet with parents and provide support where needed to improve attendance and punctuality • Provide additional support for families where attendance continues to be a concern • Embed principles of good practice set out in the DfE's 'Improving School Attendance' advice | <ul style="list-style-type: none"> • Evidence suggests that pupils who attend school more regularly achieve better outcomes in their GCSE's than those with poor attendance. DfE 2016 • DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE Framework for Securing Full Attendance | <p>2, 3</p> |
| <ul style="list-style-type: none"> • Provide support with the purchase of school uniform • Loan of a Chromebook for pupils in KS2 to support learning at home if needed • Provide opportunity for pupils to attend an extra-curricular club | <ul style="list-style-type: none"> • Where basic needs are met, children feel valued and part of the school. • Children will be able to fully access learning opportunities at school and at home, will make better progress and achieve more highly. • See study from the <u>Social Mobility commission. An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility [2019]</u> ** for the benefits of participation in extra-curricular provision | <p>4, 6</p> |

| | | |
|---|---|---|
| <ul style="list-style-type: none"> Support parents financially for access to school trips, visits, workshops, residential, etc | <ul style="list-style-type: none"> <u>Third Space Learning: 45 Pupil Premium Strategies For Cost Effective Impact In Primary Schools (2021)</u> Involving parents in education benefits their children's academic outcomes has been proven to yield progress of +3 months. | 5 |
|---|---|---|

Total budgeted cost: £35,505

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 2021 to 2022 academic year.

| Intended Outcome | Review and Impact | | | | | |
|--|--|------------|----------------|------------|--------------|-----------|
| <p>End of Key Stage Statutory Assessments Year 2 and Year 6</p> <p>The gap is narrowed in the progress and attainment of disadvantaged and non-disadvantaged children.</p> | <p>Progress measured across the school shows that the gap in progress between the Y6 disadvantaged and non-disadvantaged pupils has narrowed. Progress for disadvantaged pupils compared to non-disadvantaged pupils was higher in all three areas. This was particularly strong with 80% accelerated progress in reading.</p> | | | | | |
| | Reading | | Writing | | Maths | |
| | Y2 | Y6 | Y2 | Y6 | Y2 | Y6 |
| | 0% | 60% | 0% | 0% | 0% | 20% |
| | 33% | 20% | 0% | 80% | 33% | 40% |
| | 67% | 20% | 100% | 20% | 67% | 40% |
| | Reading | | Writing | | Maths | |
| | Y2 | Y6 | Y2 | Y6 | Y2 | Y6 |
| Accelerated progress | 5% | 22% | 0% | 4% | 0% | 11% |
| Expected progress | 57% | 59% | 57% | 74% | 71% | 67% |
| Below expected progress | 38% | 20% | 43% | 22% | 29% | 22% |

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| The language deficit for pupils is diminished and any speech and language needs are identified and addressed at an early stage. | We use a package called speech link to identify those children in need of speech and language support. Staff have received training. It is used across the setting, enabling it to become embedded practice. Identified children were also provided with targeted intervention and interaction within the setting. Data shows that 2 children did not achieve expected ELG for Speaking at the end of Reception. They have targeted support in Year 1. |
| To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils. | Attendance for disadvantaged pupils 2021 – 2022 was 93.38% compared to 95.37% for non-disadvantaged. Attendance for the whole school was 94.23%. |
| To ensure that financial and other pressures do not impact on a parents' ability to support their children's schooling and education. | Financial support has been offered during conversations with families to include: <ul style="list-style-type: none"> • Purchasing school uniform • Trips and residential • Before and after school care • PTA enrichment events |
| To ensure that disadvantaged families feel confident, comfortable and motivated to engage with school and wider services. | Staff have contact with parents at the gate on a daily basis to nurture positive relationships staff have developed with families. Staff will make contact by phone for parents they do not see to discuss any successes or areas of concern, emphasising the need to work together and communicate. The school administration team provide any additional support with admin to families including accessing ordering for school meals, ParentMail and ParentPay. |

| Programme | Provider |
|----------------------------|-----------------------------|
| Catch Up Literacy | Keystone Enterprise Factory |
| Catch Up Numeracy | Keystone Enterprise Factory |
| Nessy Reading and Spelling | Literacy Hive |
| Times Tables Rock Stars | Maths Circle Ltd |

Service pupil premium funding (optional)

| Measure | Details |
|--|--|
| How did you spend your service pupil premium | We employed an extra Support Assistant dedicated to the emotional well-being and academic achievement of service |

| | |
|--|--|
| allocation last academic year? | children. These children also receive 1:1 and small group intervention support to keep up with their peers. |
| What was the impact of that spending on service pupil premium eligible pupils? | Teachers observed improvements in well-being amongst service children. Assessments demonstrated progress in subject areas where extra interventions were provided. |

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.