



How can I say “I can’t” when the Bible says: ‘I can do everything through Him who gives me strength.’ Philippians 4:13

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

Pupil Premium Strategy Statement

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.

School overview

Detail	Data
School name	Marsh Gibbon C of E School
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Beth Brown
Pupil premium lead	Beth Brown
Governor / Trustee lead	Jo Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,175
Recovery premium funding allocation this academic year	£ 8,585
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	£28,760

Part A: Pupil premium strategy plan

Statement of intent

At Marsh Gibbon C of E School we aim to provide all of our children with high quality, inclusive learning opportunities to become socially responsible citizens of the future regardless of their background or challenges. We want all of our disadvantaged pupils to achieve their full potential in all subject areas and will ensure all of our teaching is of the highest quality.

Our ultimate objectives for our disadvantaged pupils are:

- to remove any barriers to learning by ensuring we have clear communication with parents and carers
- to ensure that pupils are in school everyday
- to narrow the attainment gap between the disadvantaged pupils and their peers both within school and nationally
- to develop pupils' metacognitive skills to develop themselves as learners
- to ensure that all pupils develop confidence in their ability to communicate effectively
- to support pupils to develop their own strategies to look after their own health, social and emotional ability
- to access opportunities to develop a good understanding of the world around them
- to raise aspirations for their futures by providing authentic learning experiences
- to ensure all children have access to home learning, including technology to develop positive attitudes towards their learning.

Our current pupil premium strategy plan will work towards achieving those objectives by:

- providing high quality CPD to all staff to ensure that all children quality first teaching
- providing targeted interventions both 1-1 and in small group at the point the need is identified
- adopt a whole school approach in which all staff take responsibility for their disadvantaged pupils' outcomes and raise expectations of what they can achieve
- supporting families through targeted funding to ensure all children can access all opportunities in school to support their learning and life experiences
- providing appropriate nurture support to families to ensure pupils can access learning both in school and the community.

This is not an exhaustive list and will change and develop based on the needs of the individuals. Our key principles are:

- to make sure that all teaching meets the needs of the individual pupils through rigorous data analysis
- for pupil progress meetings to focus on the progress and attainment of the disadvantaged pupils; interventions will be put in place to support them that have a clear measure of assessment
- to make sure that all pupils have access to well-being support.

Background Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Therefore, publicly funded schools in England receive additional funding (Pupil

Premium) from the government to help overcome barriers to learning and improve the progress and outcomes of disadvantaged pupils. Schools decide how to best use this funding in response to the needs of their children. It is the responsibility of school leaders to secure the most effective use of the funding in order to achieve the best possible outcomes for their disadvantaged pupils.

Marsh Gibbon C of E School currently has 10% of pupils on roll in receipt of Pupil Premium. [17 children]. We actively encourage all eligible families to apply.

Funding Eligibility and use of the Funding

Pupil Premium funding is based on the number of pupils in school each year from the following categories:

- ❖ Looked-after and previously looked-after children.
- ❖ Children from low income families who are eligible for Free school meals. [FSM]
- ❖ Children from low income families who have been eligible for Free School Meals at any point during the previous 6 years. [Known as Ever 6].
- ❖ Service Premium - whilst paid to schools with the Pupil Premium, the Service Premium is not part of the pupil premium and eligibility relates to pupils with a parent serving in HM Forces or in receipt of a pension from the Ministry of Defence. This funding is to help with pastoral support. Pupils who attract the service premium do not form part of the school's disadvantaged population or data.

Schools may also spend some of their Pupil Premium funding on pupils who do not meet the eligibility criteria but require additional support. For example, young carers and those pupils who are/were previously in contact with a social worker. It is understood that not all children who are in receipt of Pupil Premium funding are socially and/or academically disadvantaged. It is also understood that not all children who are socially and/or academically disadvantaged will be registered or qualify for Pupil Premium funding. The funding may therefore be allocated to help a wider number of children in need of academic and pastoral support.

Our Rationale

Marsh Gibbon C of E School uses the Education Endowment Foundation (EEF) Guide to the Pupil Premium. This includes the following 5 key principles of spending:

- Schools can make a difference in narrowing attainment gaps;
- Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions;
- Quality First Teaching benefits every child;
- Funding must support middle and higher attaining pupils – it must not solely focus on lower ability pupils;

In line with the EEF Guide, Marsh Gibbon C of E School adopts a tiered approach to Pupil Premium spending. They are as follows:

Quality First 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.

Quality targeted academic support - Evidence consistently shows the positive impact that quality targeted academic support can have on those pupils who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and schools are encouraged to make use of these resources.

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.

Responsibilities:

Local Governing Boards are responsible for:

- Agreeing and approving annual Pupil Premium statements;
- Ensuring the school meets its statutory responsibilities for Pupil Premium spending, including publication on the school website;
- Monitoring the allocation (using EEF guidance), implementation and impact of Pupil Premium spending.

Headteachers are responsible for:

- Writing annual Pupil Premium statements using agreed EEF guidance and DFE templates;
- Reviewing Pupil Premium statements for the previous academic year using agreed guidance and templates;
- Ensuring agreed strategies are effectively implemented and monitored so that they lead to improved outcomes for disadvantaged pupils;
- Publishing statutory information on the school's website;
- Producing termly reports relating to outcomes for disadvantaged pupils to LGB.
- Communicating and working alongside wider agencies to support disadvantaged pupils where required. Teachers and other school staff are responsible for:
- Ensuring they have an accurate understanding of the disadvantaged pupils in their class
 - and their specific barriers to achieving highly;
 - Implementing the schools agreed Pupil Premium strategy at class level.
 - Liaising effectively with the wider agencies to support pupils in overcoming barriers where possible.

Useful links:

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

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

Challenge number	Detail of challenge
1	Attendance
2	Observations, monitoring and assessment show that pupils have missed a significant period of school due to the impact of Covid 19 pandemic. Engagement during lockdown has led to a number of pupils falling behind but this is widespread amongst disadvantaged pupils.
3	Covid 19 pandemic has increased anxieties in families and potential to be exposed to traumatic and unsettling situations.
4	Working with families for safeguarding and welfare, Social, Emotional and Mental Health concerns including family support is a challenge
5	Health needs
6	Language and communication skills, especially for the youngest pupils when they arrive at our school, which means they have less vocabulary to express themselves, their needs and wants
7	Observations and assessments indicate that there are a low number of opportunities for enrichment outside of school for extended learning opportunities and life experiences. These reduced opportunities impact on comprehension and vocabulary.
8	Attitudes to learning as some pupils have low aspirations of themselves and their abilities. Their reliance can also be low so they give up easily when work is challenging or react inappropriately to situations.
9	Our observations and discussions with pupils show that there are households without technology or access to other resources to support home learning.

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
To achieve and sustain improved attendance.	The gap between disadvantaged and non-disadvantaged will have further narrowed or completely closed. To ensure disadvantaged attendance is at least 96% by 2022/23.
To continue to ensure there is no gap in attainment and progress at the end of Key stage 2, by ensuring any gaps in younger years narrow between disadvantaged pupils and their peers.	There will be no gap in Key stage 2 end of year attainment data in Reading, Writing and Maths. KS2 outcomes in Reading, Writing and Maths will show that 64% of disadvantaged pupils met the expected standard in combined RWM in 2022/23.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Pupil voice and teacher observations will show that pupils are more able to monitor and regulate their own learning. Quality of learning in school and in home learning will have improved.
Pupils are resilient, confident and take an active role in their education.	Pupils are able to reflect on their learning and are accessing extracurricular activities regularly. Monitoring will show that pupils are engaged in their learning and take pride in their work. There will be a 50% reduction of behaviour incidents for disadvantaged pupils by 2022/23.
To improve parental engagement and personalised support with particular focus on supporting families after Covid 19.	Parent voice data shows that they feel supported. They will have improved their knowledge about how to support their children with learning at home.
Pupils are able to communicate effectively with one another in academic situations and social situations.	Pupil voice data will show that pupils have increased their confidence in group tasks (survey). There will be a 50% reduction of behaviour incidents.
Improved health and wellbeing for pupils and their families.	Partnerships with external agencies are supportive and adequately meet the needs of the pupils (case studies)

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: **£9,745**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop teacher expertise through professional development sessions to ensure that all pupils receive Quality First teaching.</p>	<ul style="list-style-type: none"> ● Teaching in classes will be consistently of high quality ● All children will make expected or accelerated progress https://www.suttontrust.com/our-research/great-teaching/ 	2
<p>Train staff in the teaching of metacognition skills explicitly to allow learning to commit to the long term memory.</p>	<ul style="list-style-type: none"> ● Children that are taught metacognitive and self regulatory strategies explicitly are more likely to use the habitually and independently in the future. ● Developing a positive perception of themselves as learners by building their self worth will ensure that pupils make progress, feel confident in their learning and understand how they learn best ● There is particularly strong evidence that it can have a positive impact on maths attainment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/metacognition-and-self-regulation 	2, 6, 8
<p>Staff CPD: TASC wheel training- focuses on resilience, developing communication skills, confidence and presentation skills</p>	<ul style="list-style-type: none"> ● Our curriculum is designed so that the children have opportunities to work together to find solutions to real life problems. ● Our units of learning start with a driving question which leads to the production of an authentic outcome. 	2,6,8
<p>Staff CPD: Feedback</p>	<ul style="list-style-type: none"> ● Pupils that are involved in identifying and rectifying mistakes with an adult, either verbally or written, have shown to have a positive effect on pupil progress, outcomes and confidence. 	2, 8

	<ul style="list-style-type: none"> ● Pupils will have developed a positive relationship with their teachers ● Pupils will be confident using a range of strategies to support progress in their learning ● Staff will spend more time providing oral feedback to support learning <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
Staff CPD: Recovery curriculum training for all staff	<ul style="list-style-type: none"> ● Staff will be confident about the requirements of the recovery curriculum in all subject areas. ● Planning will be adapted accordingly in order for learning to be revisited to ensure gaps in knowledge and understanding do not widen further. ● Subject leaders will ensure this year's action plans for core subjects focus on training and support for the recovery curriculum. ● The DfE guidance will be used to support teaching, learning and staff subject knowledge. <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1003469/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf</p>	2
Staff CPD: Early reading, phonics and reading in the wider curriculum.	<ul style="list-style-type: none"> ● Reading comprehension strategies can have a positive impact on pupils' ability to understand a text and then can apply these to reading across the curriculum ● All staff will feel confident teaching phonics and reading due to training from external consultants ● Staff will feel confident in the assessment of reading ● Children will develop their oracy and vocabulary skills. ● Children will be confident when discussing certain topics with their peers <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2, 6
Embedding the teaching of phonics using Reading	<ul style="list-style-type: none"> ● Teaching phonics has a profound impact on the accuracy of reading aloud and 	2,6,8,9

Planet Rocket Phonics whole school training.	<p>comprehension when compared to children who focussed on the meanings of new words.</p> <ul style="list-style-type: none"> ● Pupils who were taught by focussing on the meaning of the words were much less accurate in reading aloud and MRI scans also found that their brains had to work harder to decipher what they were reading. ● Staff will feel confident when teaching phonics due to training ● There will be a whole school, consistent approach to teaching phonics 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£10,075**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participate in a 1-1 tutoring programme	<ul style="list-style-type: none"> ● Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those who falling behind ● pupils will receive bespoke tutoring working on specific targets <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2 & 8
Targeted interventions - small group, including interventions by senior leaders for disadvantaged pupils.	<ul style="list-style-type: none"> ● Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those who are falling behind ● Pupils will make accelerated progress and gain confidence <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2 & 8
Purchase the services of a Speech and Language expert to deliver interventions.	<ul style="list-style-type: none"> ● Early speech and language support not only supports academic progress but supports communication and promotes social skills and the forming of friendships ● Qualified Speech and language to support small groups and 1-1 tuition when required 	6

	<ul style="list-style-type: none"> • Teachers will be able to liaise and gain expertise • Links with external agencies will support planning, subject knowledge and parental engagement <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/orallanguage-interventions</p>	
Purchase reading books and resources to support reading at home.	<ul style="list-style-type: none"> • A range of quality books will encourage pupils to read at home and increase engagement • Pupils will have a range of quality books to read at home and share with parents • New reading resources will be phonics based so support the sound they are learning at school <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2

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

Budgeted cost: £8,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all children's basic needs are met and support for their social and emotional needs, including staff training.	<ul style="list-style-type: none"> • When all children's basic needs are met it will ensure they are ready to physically, mentally and emotionally learn. • Daily breakfast club, Mindfulness sessions, Mind to be kind, Place2Be and MHST referrals (<i>where applicable</i>) will be used to support pupils 	4
Attendance and punctuality: parent contract meetings, welfare support/attendance meetings, breakfast club, two weekly attendance tracking and discussions in leadership meetings	<ul style="list-style-type: none"> • The British Psychological Society states that children and young people who are absent from school are more likely to leave school with few or no qualifications. <p>We will ensure that all children's attendance averages 96%. If attendance is below this then support will be put in place and parent contracts considered.</p> <ul style="list-style-type: none"> • Building positive relationships with parents is key to academic success. We will ensure we 	1 and 5

	<p>support families in need to ensure their children attend school every day.</p> <ul style="list-style-type: none"> ● Pupils will have eaten a healthy breakfast and will feel ready for the day as research shows that eating a healthy breakfast improves brain function ● A positive relationship will be formed with parents ● Parents will have a good understanding about the importance of attending school every day ● Staff will be aware of children who are absent from school and prompt plans will be put into place <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parentalengagement</p>	
<p>Support from the school welfare and social services.</p> <p>Early help assessments inc positive parenting strategies, Place2Be training, attending multi-agency meetings, links and support with the school health nurse and visitors (linked to attendance), links with holiday clubs and Buckinghamshire family community days</p>	<ul style="list-style-type: none"> ● Early help is vital to address family needs in order to reduce risk factors and increase protective factors in a child's life. ● Families will have the right support and access to health services to support preventable illnesses ● Strategies will be shared to support positive parenting strategies at home ● Families will be able to access community events in the holidays ● Leaders will liaise with external agencies to ensure the right support is put in place for families especially as some families will have experienced high levels of stress due to the pandemic. <p>https://learning.nspcc.org.uk/safeguarding-child-protection/early-help-early-intervention</p>	<p>1, 3 and 5</p>
<p>Parental Engagement: National Online Safety courses, parental sessions to help support their children</p>	<p>Parents will feel supported and equipped to support at home re: keeping them safe online and supporting with homework</p>	<p>5</p>

at home (support gathered through a parental survey)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parentalengagement	
Development of the Arts including gaining the Arts Mark	<ul style="list-style-type: none"> ● Art participation approaches can have a positive impact on academic outcomes in all areas of the curriculum and wider benefits such as a more positive attitude to learning and increased well-being. ● Children will become knowledgeable about a wide range of cultures ● The arts mark will maximise our arts curriculum ● Children will have access to a range of artist/art forms and art opportunities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/artsparticipation	2, 7 and 4
Provide disadvantaged pupils access technology at home	<ul style="list-style-type: none"> ● All children will have access to computers if needed to support the access to the apps in school ● Resources/materials will provide support for children at home to help with their homework e.g SATs booster books 	9
Provide a greater range of extracurricular activities to improve reliance and attitudes	<ul style="list-style-type: none"> ● Employers in the UK labour market increasingly demand soft skills including, managing your own time, communication, problem solving and planning skills. These opportunities in school will allow pupils to develop all of these skills ● Extracurricular activities including sporting, musical and the arts result in a range of positive outcomes https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8398	7
Educational School trips including developing strong links with Universities and colleges.	<ul style="list-style-type: none"> ● Pupils will have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital 	7

	https://www.phf.org.uk/publications/learning-away-final-evaluation-full-report/ https://www.englishoutdoorcouncil.org/	
Purchase uniform where needed	<ul style="list-style-type: none"> ● Pupils will feel smart and ready to learn ● Pupils will feel a sense of belonging ● Parents will feel supported financially 	8

Total budgeted cost: £28,760

Total budgeted cost: £ 20,175 plus £8,585 recovery funding

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.

Intended Outcome and Actions	Impact
<p>To ensure Quality First Teaching for PP children and to focus on increasing numbers of PP pupils achieving accelerated progress compared to 2019/20</p>	<p>Due to COVID-19, performance measures have not been published for 2020-2021 and 2020-2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during 2021-2021 academic year, for example, standardised teacher administered tests.</p> <p>Shared writing moderation upskilled teacher's knowledge and understanding of assessment. Staff feel more confident with this. Curriculum planning and Maths CPD training has enabled all teachers to plan and assess using the Mastery Approach to learning. (BBO Hub Support)</p>
<p>Barriers exist in reading, writing, spelling and maths</p>	<p>Progress review meetings identified the barriers to learning.</p> <p>Targeted support for individual children, such as number, word work and individual reading. This support enabled the children</p>

To secure progress for targeted learners and narrowing the achievement gap between PP and non-PP pupil.	to keep up with their peers, address any uncertainties and misconceptions with their learning. The pre-teaching of a new skill enabled the children to be more confident and prepared for the new learning.
To ensure PP pupils continue to read widely and often. To actively take part in reading to also support their ideas for writing.	PP children had 1:1 reading sessions. Investment in the reading scheme to ensure that all children had access to high order rich texts.
To minimise the barriers to participate in enrichment activities. PP pupils able to participate in activities.	S4A provided all the after school activities last academic year. All children had access to the enrichment clubs if they wanted to attend. such as football, sports, cooking, board games, craft, science, art club and nerf club.
To minimise the emotional barriers that children have. To support emotional needs of PP children	Teaching assistants worked with individual children. The whole school PSHCE programme, Healthy Minds, has had a positive impact on the well being and mental health of children. <i>This still needs time to become embedded across the curriculum.</i> PHSCE Association. Children have worry boxes to use in the classrooms. They have time to talk and they feel more confident to share their concerns and worries.

Externally provided programmes

Programme	Provider
Times Tables	Times Tables Rocks Stars - Maths Circle
Maths	My Maths
Reading online library	Rising Stars Reading Planet
Phonics	Rocket Phonics
PHSE - Mental Well Being	PHSE Association

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Employed an experienced Teaching Support Assistant to provide emotional support to individuals. Time to talk, nurture and small group work.
What was the impact of that spending on service pupil premium eligible pupils?	Children had opportunities to talk and share their feelings and worries. Increased confidence and self-esteem.

