

Pupil Premium Statement – Marsham Primary School

The pupil premium funding is given to schools to support eligible groups of children. We receive a pupil premium allocation for each child who is entitled to receive Free School Meals or who has been entitled to receive them over the last six years as well as for any Looked After Children, adopted or children of service parents. We are required to publish online information about how we have used the premium as part of our pupil premium strategy.

Summary information					
School	Marsham Primary School				
Funded from Academic Year	2017-18	Total PP budget received	£27,400	Date of most recent PP review	Not applicable
Total number of pupil on role for census (Oct 17)	32	Number of pupils eligible for PP as of Oct 17 census	13	Date for next PP strategy review	April 2019

Current attainment – Academic year as in June/July 2018			
	Pupils eligible for PP in the school	Pupils not eligible for PP in the school	Pupils not eligible for PP (national average) NORFOLK
% achieving <i>GLD</i>	Data unknown for the 2017-2018 cohorts of children at the time of publishing this report. They will be added in in Autumn 2018.		
% achieving expected standard in Year 1 phonics			
% achieving expected standard in Year 2 phonics			
% achieving expected or above in end of KS1 reading			
% achieving expected or above in end of KS1 writing			

% achieving expected or above in end of KS1 maths	
% achieving expected or above in end of KS1 RWM	
% achieving expected or above in end of KS2 reading	
% achieving expected or above in end of KS2 writing	
% achieving expected or above in end of KS2 maths	
% achieving expected or above in end of KS2 RWM	

In school barriers to attainment for pupils eligible for PP	
Speech and language	Many children attending our schools continue to have poor expressive and receptive language below or well below what is expected for their age. This means that in the early years, they may find it difficult to understand simple instructions or answer simple questions. Some children struggle to communicate their needs verbally – particularly when they first start school. Their poor pronunciation skills impact significantly on their reading and writing ability also and their ability to apply the phonics skills they have learnt. As this is a cluster-wide issue, the cluster is providing some generic training for schools around strategies to support speech and language development (particularly those that are environmental). In EYFS in particular, poor speech and language is a social barrier to learning. Some children come in with very poor communication skills – evidenced by our baseline assessments. Some of our children will only respond to questions with a one word answer, or show a self-centred approach to speech – using the term ‘me’ instead of the pronoun ‘I’, for example. We seek advice from the SALT team and will train our TA’s to use interventions that are recommended. Our TA’s deliver SALT interventions to ensure that children are able to pronounce sounds correctly and are using correct sentence structure etc. Adults in school model responses using names and full sentences to illustrate correct speech. Our phonics lead has structured the teaching of phonics to meet pupil need. Children who need further support at Phase one are supported early in the reception year with this level.
Fine and gross motor skills	Children enter reception with poor motor skill development – this is evidenced through baseline. Many are unable to hold a pen/pencil/other ‘writing’ implement, correctly. Some children have not had the pre-school skills and experiences for fine motor skill development so this is a barrier to their writing and abilities in other areas, such as art. Last year, due to the increased

	<p>expectations in the assessments at the end of KS1, we had a firm focus on mark making; offering more opportunities for independent writing in particular looking at higher ability pupils. The class teachers are continually researching different ways to promoting mark making, trying some methods particularly to encourage children to mark make in a range of areas. As a whole school we are continuing our focus on presentation, with children being proud of the work produced.</p>
<p>Social skills and confidence</p>	<p>Some of our PP children have limited preschool experiences and find it difficult to mix socially in group work or whole class work. Some find collaborative working, sharing, following instructions etc. very difficult. We invest in Pastoral Support to teach social skills to certain children, and additional support in our Early Years class. Our induction sessions are very 'parent' focused, enabling us to develop a strong working relationship with parents from the start of their involvement with school. We have strong links with a number of pre-school settings and ensure good communication prior to transfer to ensure we are prepared for any 'issues' that may arise. As well as our introductory session for new parents, the cluster will be running a CPD session for parents to support their role in their child's speech and language development, phonics learning and maths skills. Learning confidence can be low and we have to develop this to enable children to access their learning appropriately. Our baseline data shows that some children struggle to be collaborative. We support this development through the involvement of a Pastoral TA and regular PSHE sessions.</p>
<p>Lack of resources or appropriate support at home</p>	<p>Some of the children do not have the resources at home to support their learning so need to be provided with these. In some families, there are few or no reading books to share, lack of mark making materials and basic resources. We ensure that throughout the school provision is made for sharing of books – but particularly with younger children. Parents are invited to come into school and share reading experiences with their children in KS1/Reception. We also support funding out of school clubs/music tuition/swimming etc – to ensure all pupils are equal access to areas they express an interest in or show an aptitude for. At Marsham we ensure that children have toast at break time to fill the gap for those children that do not have breakfast at home. This ensures a smooth and calm continuation to the school day allowing children to have continuous energy throughout the day. Healthy lifestyle emphasis – encourage children to eat a healthy diet – fruit snack provided daily for all pupils. Please note that our PP funding is also used to support children we deem as 'vulnerable'.</p>
<p>Lack of cultural experiences</p>	<p>As a primary school in rural Norfolk, some of our children have not had access to a range of cultural experiences so find this area difficult to understand. We have strong links with an international school in China. We ensure our assemblies promote a multi-faith and multi-culture understanding. We have an SMSC provision map which illustrates how we support cultural development for all pupils, but particularly those who receive PP funding. Our curriculum is based around giving our children a rounded and whole view of the world and the different, diverse cultures that live in it. We support parents with understanding school life by inviting them into school regularly for schools events, family learning days, assemblies, to read/learn alongside their child. We are part of the Aylsham Co-Operative Trust through whom our parents have access to range of parenting sessions and training; For example: How to help your child read, Why Phonics/Maths is important, Keeping your Child Safe Online, 'Say No, Mean NO' – to name just a few.</p>

External barriers to attainment for pupils eligible for PP	
Lack of extra curricular activities and experiences	See above – we fund trips to enhance the children’s learning for children that are PP or vulnerable. We also support families to allow their children to attend residential trips yearly. If a PP child would like to attend a paid after school club we will then fund that place.
Parents needing additional support e.g. - housing issues, help with childrens behaviour at home	Our Nurture Lead is trained in LAC, FSP, full safeguarding is assistant SENCO. This level of support enables us to reach out to our disadvantaged families. She is widely known amongst the parents and has worked hard to establish herself as someone who can be trusted. She has been involved with FSP’s where housing, debt, other home issues have become a barrier to attainment for some children. Some parents of PP children are isolated, or highlight their lack of understanding on how to support their child with behaviour or through traumatic/difficult family difficulties. Some of our children have experienced eviction for example which impacts on their ability to access the learning in school. Cluster PSA to support parents in the home. (funded collectively by schools)

Outcomes			
	Desired outcomes	What will we do to make this happen?	Success criteria (how will we know this is working)
1. Speech and language	<ul style="list-style-type: none"> - for children to communicate their needs effectively -for children to follow simple year 1 and year 2 adult instructions - for children to pronounce sounds correctly -for children to interact socially using speech and language as a vehicle to do so 	All classes have a TA’s each morning to support pupils key skill development in class. Small group focus for specific children in Reception has a minimum of 2 adults at all tim. Adults model effective communication. Daily phonics sessions for all three classes in KS1 and Reception with group support for those requiring further input. The BPV scheme was purchased and the whole school have been assessed using the assessment to allow teachers to target their teaching and support and for the school to monitor vulnerable children and enrich their experiences through curriculum planning.	<ul style="list-style-type: none"> -EYFS tracker identifies good progress in CLL - Phonics predictions are met at - for children to follow simple year 1 and year 2 -BPV’s score will improve yearly for all children
2. Social and	-for children to	Nurture Lead in post and is trained in supporting children’s social and emotional needs/ mental health and well-being,	-Reduction in behaviour incidents in school

<p>emotional development of children across the school</p>	<p>develop good behaviours for learning</p> <ul style="list-style-type: none"> - For children to work collaboratively - For children to follow simple adult instructions - For children to develop strategies to manage the way they feel - For children develop successful relationships and friendships outside of school 	<p>safeguarding, FSP, LAC Pastoral TA to lead Nurture interventions, after cluster approach to Nurture Training (Boxall Profile to be in use from Sept 17 – measure progress Boxall Profile – to be established to measure impact of S & E interventions Nurture Lead to support continue Buddies (friendship support – antibullying approach) and Bully Busters. Consistent adults in classes to support all aspects of learning – school has 3 x HLTA's who support quality first teaching. PSHE sessions supporting social and emotional development. All children to have equal access holiday/after school activities. Well being to be approached through the Hevingham Happy Garden Club where children have the chance to garden and talk through issues with a highly skilled TA.</p>	<ul style="list-style-type: none"> - Boxall shows impact of S & E interventions for some pupils - PP children access to clubs, after school activities - All PP children attend trips - PSHE assessment show children are focused in lessons -SLT monitoring shows high level of pupil engagement in lessons -Curriculum monitoring will show a broad and rich curriculum is being taught
<p>3. Family support</p>	<ul style="list-style-type: none"> - for parents to see the school as a support network, 	<p>Strong trusting relationship between school and families - Parents freely share information with the school when things are difficult or change at home – actively seek support. School purchases support from Engage Educational who are able to support families through referral. School also active in FSP/Early Help referral for families who need support. Nurture Lead at school events – available for 'informal chat', getting to know you, provide advice. School will start a Facebook page to encourage home and school communication.</p>	<ul style="list-style-type: none"> -High parental engagement in school; happy to share their worries with school, so they can be sorted/supported quickly - High parental involvement in family learning activities -Facebook page up and running
<p>4. In class support</p>	<ul style="list-style-type: none"> For children to learn in small groups, if possible, where needed - for children to feel well supported, happy and safe in all aspects of school 	<p>One TA's every morning for each class; ensure their support is planned for by class teacher. This enables a high level of support to be offered to all children, particularly the more vulnerable. Nurture Lead to support if appropriate for children who may be 'struggling'. Trained TA to support if appropriate nurture through gardening club – interventions adults to support children effectively – to get to know them well to enable high level of support in learning TA's well training to level 2 (minimum) NVQ –</p>	<ul style="list-style-type: none"> -TA's all trained to level 2 NVQ - Children achieve their targets set - SLT monitoring shows planning identifies high quality support - SLT monitoring identifies high quality teaching and learning across the school - KS2 SATs targets met

	<ul style="list-style-type: none"> - for children to develop strong relationships with adults who support them - For children to achieve their full academic potential - meet targets set - across the school 	preferably level 3; school provided FREE NVQ training at either Level 2 or 3 for any support staff who wanted a qualification, to be identified at Performance Management for TA's. KS2 SATs support – TA and Class teacher provided for SATs period to ensure targets are met,(PP incl), where Year 5 and 6 will be split from January in order to support teaching for both year groups.	<ul style="list-style-type: none"> - KS1 SATs targets met - Yr1 phonics predictions met -GLD targets met
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Review of expenditure - April 2017-March 2018				
1. Quality of teaching for all				
Action	Intended outcome	Estimated impact	Lessons learnt	Cost
2. Targeted support				
Action	Intended outcome	Estimated impact	Lessons learnt	Cost
3. Other approaches				
Action	Intended outcome	Estimated impact	Lessons learnt	Cost

Planned expenditure - April 2018 - March 2019				
Chosen action / approach	Estimated expenditure	What does it look like and why do we use it? (evidence and rationale for this choice)	We will ensure the actions are implemented well through regular monitoring, SLT and external support	We will review the implementation termly through the monitoring of records for SLT, external support and
TA support for classes – group learning and	Class 1 teaching assistant who will be starting in	S & L sessions with HLTA – individual/ group as		

interventions, including S & L for younger children	September will need Talkboost training £60	suggested by S & L therapist Teachers plan for TA support or intervention groups – teachers monitor impact/progress Specialist Y6 SATs TA to support Y6 children all year with SATs interventions; specific focus PP		governors.
Gardening club support	£514	At both schools, children will have free access to a gardening club which is run by a trained TA to support with Nurture needs.		
Pastoral Support	£8422	Full time pastoral TA in post to support children in school and parents – well trained and known to families		
Enhance Activity Involvement	Approximately- £400 Eaton Vale £400 Hilltop After school clubs – unsure at present, dependent on uptake.	Subsidy for trips – PP Payment for holiday and after school clubs, music tuition - PP		