

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	2018-19	Total PP budget received	£17,160	Date of most recent PP review	September 2019
Total number of pupil on role for census (Oct 18)	39	Number of pupils eligible for PP as of Oct 18 census	13	Date for next PP strategy review	April 2020

At Marsham Primary School we have small cohorts of pupils due to our intake. Publication of data including percentages would mean that individual pupils would easily be identifiable. For this reason we do not publish these percentages on this form but do express our expectations of pupils achieving age related outcomes by the end of the academic year as a proportion of the pupil premium pupils within the school. We expect all of our pupil premium pupils to make expected progress or better from their individual starting points and track that information internally.

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

	<p>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 training 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.</p>
<p>Fine and gross motor skills</p>	<p>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 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 is 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</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</p>

appropriate support at home	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 and 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’.
Lack of cultural experiences	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.

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	Our Nurture Lead is a trained DSL and has received training in wellbeing, mental health and bereavement. 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

children's behaviour at home	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)
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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 time. Adults model effective communication. Daily phonics sessions for all year groups 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 year 1 and year 2 -BPV's score will improve yearly for all children
2. Social and emotional development of children across the school	<ul style="list-style-type: none"> -for children to develop good behaviours for learning - For children to work collaboratively - For children to 	Nurture Lead in post and is trained in supporting children's social and emotional needs/ mental health and well-being, safeguarding, FSP, LAC Pastoral TA to lead Nurture interventions, after cluster approach to Nurture Training (Boxall Profile to be in use from Sept 18 – measure progress Boxall Profile – to be established to measure impact of S & E interventions Nurture Lead to support continue Buddies	<ul style="list-style-type: none"> -Reduction in behaviour incidents in school - Boxall shows impact of S & E interventions for some pupils - PP children access to clubs, after school activities - All PP children attend trips

	<p>follow simple adult instructions - For children to develop strategies to manage the way they feel</p> <p>- For children develop successful relationships and friendships outside of school</p>	<p>(friendship support – anti bullying 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. Wellbeing to be approached through the garden club and outdoor clubs where children have the chance to garden and talk through issues with a highly skilled TA.</p>	<p>- PSHE assessment show children are focused in lessons</p> <p>-SLT monitoring shows high level of pupil engagement in lessons</p> <p>-Curriculum monitoring will show a broad and rich curriculum is being taught</p>
3. Family support	<p>- for parents to see the school as a support network,</p>	<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>	<p>-High parental engagement in school; happy to share their worries with school, so they can be sorted/supported quickly</p> <p>- High parental involvement in family learning activities</p> <p>-Facebook page up and running</p>
4. In class support	<p>For children to learn in small groups, if possible, where needed</p> <p>- for children to feel well supported, happy and safe in all aspects of school</p> <p>- for children to develop strong</p>	<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 – preferably level 3; school provided FREE NVQ training at either Level 2 or 3 for</p>	<p>-TA’s all trained to level 2 NVQ</p> <p>- Children achieve their targets set</p> <p>- SLT monitoring shows planning identifies high quality support</p> <p>- SLT monitoring identifies high quality teaching and learning across the school</p> <p>- KS2 SATs targets met</p> <p>- KS1 SATs targets met</p>

	relationships with adults who support them - For children to achieve their full academic potential - meet targets set - across the school	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 Inc.).	- Yr1 phonics predictions met -GLD targets met
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Review of expenditure – April 2018-March 2019				
1. Quality of teaching for all				
Action	Intended outcome	Estimated impact	Lessons learnt	Cost
TA support for classes – group learning and interventions, including S & L for younger children	Children will be supported in class to achieve the best they can in each lesson. Same day interventions will support children not losing out on learning time in the class in other areas of the curriculum that they may excel in.	Children that have specific interventions will close the gap and continue to build on strong foundations their learning.	More support is needed in the mornings and afternoons in certain classes in order to allow children to be challenged and stretched.	£6,752
2. Targeted support				
Action	Intended outcome	Estimated impact	Lessons learnt	Cost
Pastoral Support	Specific issues will be addressed either in groups or individual. Work will address specific issues ranging from home, learning, well-being,	During different periods of their life, children receiving pastoral support will be equipped to regulate their emotions and understand different social situations. This will lead to them	Although having Nurture Lead, all staff need to be taking on responsibility for this area and therefore further training may be needed for staff to feel better equipped	£8408

	learning styles	being ready to learn		
Enhance Activity Involvement	All children are welcome to experience trips as we understand the value that they have on children's education. It will support learning and allow children to experience things that they may not have access to at home.	Self-esteem, less stigma attached to children that can't afford trips. Specific interests or talents will be followed through allowing all children a sense of achievement and purpose	Continue as we are	£2000
3. Other approaches				
Action	Intended outcome	Estimated impact	Lessons learnt	Cost
None identified				n/a

Planned expenditure – April 2019 – March 2020					
Chosen action / approach	Intended outcome	What does it look like and why do we use it? (evidence and rationale for this choice)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality of Teaching for all:					
TA support for classes – group learning and interventions, including S & L for younger children	Talk boost training £60 for TA's. Children will be supported in class to achieve the best they can in each lesson. Same day interventions will support children not	S & L sessions with HLTA – individual/group as suggested by S & L therapist Teachers plan for TA support or intervention groups – teachers monitor	TA's will be part of the performance management cycle and will have targets etc. to support them. Teachers will plan specifically for PP	OC will monitor TA performance management. LB will monitor planning and support given to children	This support is reviewed each term at Pupil Progress Meetings

	losing out on learning time in the class in other areas of the curriculum that they may excel in.	impact/progress Specialist Y6 SATs TA to support Y6 children all year with SATs interventions; specific focus PP	children to have support from either themselves or TA		
Total budgeted cost					£8,504
Targeted support:					
Outdoor learning support	Self-esteem will be raised, children will have a quieter time to discuss worries etc. with an adult	At both schools, children will have free access to a gardening club which is run by a trained TA to support with Nurture needs.	Gardening club is open to all when possible and it is accessed by targeted PP children.	JB	Yearly as this is seasonal £1569
Pastoral Support	Specific issues will be addressed either in groups or individual. Work will address specific issues ranging from home, learning, well-being, learning styles	Full time pastoral TA in post to support children in school and parents – well trained and known to families	Children will be happier and more able to sort 'issues' out and not let them affect their learning time.	JB to lead, all staff to support implementation	Half termly £4707
Enhance Activity Involvement	All children are welcome to experience trips as we understand the value that they have on children's education. It will support learning and allow children to	Subsidy for trips – PP Payment for holiday and after school clubs, music tuition - PP	PP children will not be excluded from trips etc.	OC	Termly £2000

	experience things that they may not have access to at home.				
Total budgeted cost					£8276
Other Approaches:					
Educational Psychologist or other outside agencies may be required to support individual children's needs	In order to ensure that PP children have the same opportunities as others, areas of SEBD, cognition and learning will be assessed and strategies to support put in place	Targeted support will allow barriers to learning to be removed enabling children to make good progress	Pupil Progress meetings will allow open discussion about children including PP children	LB	Termly
Total budgeted cost					£2000