



# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Marston Moreteyne VC School
Number of pupils in school	Nursery - Year 4 602
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	30 <sup>th</sup> October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Brian Storey
Pupil premium lead	Amanda Watts
Governor / Trustee lead	Chris Sweetnam

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 104,445
Recovery premium funding allocation this academic year	£ 23,104.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 127,549.00

# Part A: Pupil premium strategy plan

## Statement of intent

### Principles which guide our strategy plan:

At Marston Moreteyne VC School, we believe that all our children have an equal entitlement, and should have an equal opportunity to:

- develop imagination and creativity
  - acquire skills and abilities
  - have a love of learning
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- The Pupil Premium will be used to enhance education support and raise the standard of achievement for these pupils.
  - We seek to ensure that teaching and learning opportunities meet the needs of **all** of the pupils;
  - We seek to ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
  - In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged;
  - We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention and support;
  - Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Each child in receipt of Pupil Premium funding has a different set of needs and these will be taken into account.

### Strategies used to guide our use of Pupil Premium:

- The Pupil Premium Leader in consultation with the Senior Leadership Team, Pupil Premium Governor and staff, will determine how the Pupil Premium funding is spent for the benefit of the identified pupils.
- The Pupil Premium Leader will be guided by research to inform interventions and teaching pedagogy.
- The Pupil Premium Leader along with the class teacher will make use of data analysis to identify where gaps are and provide targeted intervention.

- School leaders must continually monitor the progress of the pupil premium strategy, adapting their approach when and where appropriate.

## Challenges

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

Challenge number	Detail of challenge - In school barriers to progress
1	Speech and language difficulties affecting academic capacity and levels of attainment.
2	Capacity to support significant social, emotional and mental health needs
3	Poor attendance resulting in missed learning opportunities
	Delayed play and social skills for many children impacting on behaviour for learning particularly in nursery, reception and year 1.
4	Significant proportion of Pupil Premium Children also identified as children with additional special needs.
5	Engagement in writing and narrowing the gap in attainment.
Challenge Number	Detail of challenge - External barriers to progress
6	Impact of school closures on family circumstance - including unemployment, social exclusion, resulting in for some children limited support for education and significant emotional issues.
7	Poor experience of play, language development, speaking and listening due to COVID-19 restrictions on support groups, clubs, parent and baby groups.
8	Impact of school closures and lockdowns due to COVID-19 and missed social and educational opportunities.
9	Additional pressures on support services delaying timely support for families in crisis, with medical needs, mental health issues and poverty.
10	A lack of wider enrichment opportunities for some children impacting on spiritual, moral, social, physical and academic 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	Success criteria
<p>Rates of progress for all Pupil Premium Children are maximised using targeted interventions and high quality teaching.</p>	<ul style="list-style-type: none"> <li>• Monitoring through Pupil Progress meetings show children make progress from baseline assessment in the autumn term.</li> <li>• Evidence of successful interventions demonstrating impact on individual progress and therefore diminishing the difference.</li> <li>• Interventions are monitored the impact is evaluated.</li> <li>• Observations of interventions evidence the engagement and progress.</li> <li>• Staff CPD enhances skills and knowledge to be able to ensure progress rates are maximised</li> </ul>
<p>To ensure all readers make progress or exceed age related expectation in reading.</p> <p>PP children will achieve their highest potential in Phonics</p>	<ul style="list-style-type: none"> <li>• Year 2 pupils will receive high quality phonics teaching and will complete the phonics screen in autumn 2021 with a high success rate.</li> <li>• Year 1 pupils will receive high quality phonics teaching and will complete the phonics screen in summer 2022 with a high success rate.</li> <li>• To regularly complete quizzes on accelerated reader.</li> <li>• Year 2 - 4 access either STAR Early Literacy or STAR Early Reader Tests 4 times per year. ZPD's improve compared to Autumn Term baseline.</li> <li>• Participate in daily whole class guided reading (VIPERS).</li> <li>• Confidence levels and reading engagement improve with targeted pre-teaching.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children have access to a range of reading books that match their phonics level.</li> </ul>
<p>Promote better attendance rates - Children attend school in line with the national average for Pupil Premium Children.</p>	<ul style="list-style-type: none"> <li>• Attendance for PP children is over 97% to maximise learning opportunities.</li> <li>• Surveys report children enjoy coming to school.</li> <li>• Pupil Premium Children's attendance is in line with whole school attendance.</li> <li>• Early intervention from Family Support Worker improves school attendance and maintains and effective relationship with parents.</li> <li>• Impact of COVID-19 school closures is minimised</li> </ul>
<p>To provide varied enriching activities (spiritual, moral, social or cultural opportunities) and to all PP children who may be disadvantaged.</p>	<ul style="list-style-type: none"> <li>• All children have access to extra-curricular activities.</li> <li>• Children engage in a variety of experiences at school.</li> <li>• Support for some children to attend breakfast and after school club to support attendance and family circumstances.</li> <li>• Support for some families to attend holiday clubs to maintain routine and contact.</li> <li>• Lessen the impact of COVID-19 on children's access to enriching opportunities.</li> </ul>
<p>Children with SEMH needs make good progress and support impacts positively on attainment for these children.</p> <p>Levels of pupil well-being are high and children are emotionally literate.</p>	<ul style="list-style-type: none"> <li>• CPD training enables staff to identify SEMH needs and appropriate intervention.</li> <li>• Introduction and training of a Mental Health Lead to develop a school wide approach to support children with SEMH impacts on all pupils positively.</li> <li>• Evidence of successful interventions and their impact on attainment and progress.</li> </ul>

	<ul style="list-style-type: none"> <li>• Early identification leads to SEMH support from partnerships with external agencies.</li> <li>• Children have access to Motional via an internal referral process from Year 1 to Year 4.</li> <li>• Trained Teaching Assistants deliver sunshine Circles in EYFS and Year 1 to develop emotional literacy.</li> </ul>
<p>Children in EYFS make good or better rates of progress from their starting points.</p>	<ul style="list-style-type: none"> <li>• Staff use Tapestry to record a child's experiences, development and learning journey through their early years.</li> <li>• Staff report progress termly and discussions between the school leadership team and teaching staff inform next steps.</li> <li>• Children develop school readiness in Chimneytots and there is a smooth transition into Reception.</li> <li>• Children are supported by SENDCo to identify and support early language needs.</li> <li>• Staff will engage in staff development with learning embedded in pedagogical practice.</li> <li>• Staff will impact on progress by through their interactions with children SEMH activities such as Sunshine Circles in reception.</li> </ul>

## 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: £110,564

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Development of Quality First Teaching</b></p> <p>Subscription to National College to provide access to bespoke CPD <b>£1494.00</b></p> <p>Staff training linked to school development plan with a focus on developing pedagogy and pupil progress</p> <p>Targeted CPD for teaching assistants to support delivery of interventions and small group teaching</p> <p>Mentoring of new staff and ECT is supportive and develops skilled teachers.</p>	<p><i>OFSTED report The Pupil Premium: how schools are spending the funding successfully.</i></p> <p><i>The EEF Guide to Pupil Premium- Autumn 2021</i></p> <p><i>Third Learning Space: Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class.</i></p> <p><i>EEF Toolkit, Feedback (+8months), Mastery Learning (+8 months), Metacognition and self-regulation (+ 7 months), early years interventions (+5 months)</i></p> <p><i>EEF Making best use of teaching assistants - Guidance report ; One of the main recommendations Improve the impact of teaching assistants and specialist support staff</i></p> <p><i>Ofsted reports on Pupil Premium 2012 an Maximising Achievement 2013</i></p> <p>.</p> <p><i>Sutton Trust What makes Teaching Great (2014)</i></p> <p><i>NFER Recovering from COVID-19 - What Pupils and Schools need now</i></p>	<p>1,2,3,4,5,6,7,8,9,10,11</p>

<p>Employ two staff to deliver Motional Therapy across both school sites <b>£28,342.00</b></p>	<p><b>EEF Research: Social and Emotional Learning (+6 months)</b> SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	
<p>Appoint 3 part-time staff to deliver targeted interventions <b>£40,741.00</b></p>	<p><b>EEF Research:1:1 Tuition (+5 months)</b> Short, regular sessions (about 30 minutes, three to five times a week) over a set period (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. <i>EEF Guidance Report: Making the best use of Teaching Assistants</i></p>	1,2,3,4,5,6,8,9,10
<p>Employ a reading recovery teacher to provide targeted interventions and co-ordinate Accelerated Reader <b>£24,534.00</b></p>	<p><b>EEF Research: Accelerated Reader (+5 months), 1:1 Tuition (+5 months)</b> Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.</p>	1,3,5,6,7,9,11

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

Budgeted cost: **£ 15,453.00** (approx. 51 hours per class Reception to Year 4 @ **£15.15 / hour**)

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA Provide 15 minutes of 1:1 reading daily for targeted children	<i>EEF Research: Reading Comprehension Strategies (+6 months), 1:1 Tuition (+5 months)</i>	1,3,5,6,7,9,11
Pre - teaching maths to targeted children Year 1 - 4	<b>EEF Toolkit - TA Interventions (+4 months)</b> <i>Pre-teaching prevents/minimises experiences of 'failure' in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006)</i>	1,3,5,6,7,9,11
Phonics Intervention Groups Reception - Year 4	<b>EEF Toolkit - Phonics (+5 months)</b> <i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i> <b>EEF Toolkit - TA Interventions (+4 months)</b> <i>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</i>	1,3,5,6,7,9,11
Play Therapy, Lego Therapy,	<b>EEF Toolkit - TA Interventions (+4 months)</b> <i>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</i> <b>EEF (+7 months) Metacognition and self-regulation</b> approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning	1, 2,3,4,5,6,7,8,9,10, 11
Speech, Language and phonics interventions in Reception	<b>EEF Toolkit - Phonics (+5 months)</b> <i>Phonics has a positive impact overall (+5 months) with very extensive</i>	1, 2,3,4,5,6,7,8,9,10, 11

	<i>evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i>	

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

Budgeted cost: £27,881.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Motional Therapy resources to support children identified as having SEMH £1000.00	<b>EEF Research: Social and Emotional Learning (+6 months)</b> It is based on Professor Jaak Panksepp's research on emotional systems in the brain and extensive research, studies and expertise in executive functional skills. It can record ACE and Protective Factor scores where required and gives staff a whole-brain picture of students' mental health and wellbeing.	2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Deliver Sunshine Circles in EYFS and Year 1 to support SEMH  20 mins per day x 8 classes £7,888.00	<b>EEF Research: Social and Emotional Learning (+6 months), Self-regulation Strategies (+ 5 months) Whitburn Village Primary Case Study,</b> Originally funded as Local Authority Pilot, MMVCS have continued with Sunshine circle since Early Year and Year 1 delivered by Teaching Assistants.	2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Provide a variety of accessible extra-curricular and enrichment activities throughout the year. £500.00	<b>EEF Research: Meta-cognition and Self-Regulation Learning Guidance Report</b> <i>Activating prior knowledge creates a platform to build upon. It enables children to transfer information from working memory to long term memory. Through increased real-life experiences, strategically planned</i>	1,2,3,4,5,6,7,8,9,10,11

	<i>into the curriculum, children will be exposed to new concepts, scenarios, environments, people, ideas and artefacts. Children will then be able to make cognitive links to prior knowledge and build upon this to move from novice to expert learners.</i>	
Wednesday Wonderful Wellbeing Club x 20  <b>£2,176.00</b>	<b>EEF Research: Social and Emotional Learning (+6 months)</b> Providing opportunities to join a range of sports, crafts, games activities. Build on peer relationships and social interaction.	1,2,3,4,5,6,7,8,9,10,11
Payment for Breakfast Club and After school Club Places <b>£1000.00</b>	<b>EEF Guidance Report: The EEF Guide to Pupil Premium</b> <i>Providing support for low income families to continue to work. Opportunities to engage in social and emotional learning with peers</i>	2,3,7,8,10,11
Employ a part time Family Support Worker to provide targeted support in a range of issues that impact on children's development and well-being. <b>£14,267.00</b>	<b>EEF Research: family engagement and crisis support ( +3 months), Early Year Toolkit ( +4months)</b> Intensive programmes for disadvantaged families or families in crisis, for example, through schools appointing a family liaison Clay home visits or other targeted approaches.	1,2,3,4,5,6,7,8,9,10,11
Clay Therapy with Victoria - Reception & Year 1 Cost of resources only <b>£150.00</b>	<b>EEF Toolkit: Arts Participation (+3months), Social and Emotional Learning (+ 4 months)</b>	2, 3, 4, 5, 6, 7, 8, 9, 10, 11

**Total budgeted cost: £ 138,445.00**

This strategy sits alongside other funding streams e.g. SEND and CPD budget, which complement each other and provide support and intervention for the children in our school.

## 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 2022 to 2023 academic year.

‘I know the plans I have for you’ declares the Lord, ‘Plans to prosper you and not to harm you.  
Plans to give you hope and a future’.  
Jerimiah 29:11

At Marston Moreteyne VC school we believe that our daily Christian ethos, has a vital part to play in the education of our children. The delivery of which creates a loving community, with a strong climate of dignity, respect, safety and support. We believe our school to be a place of hope, wisdom, calm, purpose and high aspiration. Creating a positive climate for learning in which children can thrive and flourish.

We advocate values based education because we believe that this best promotes positive self-esteem and provides a framework on which to build high standards of behaviour resulting in the best possible achievement for all!

We aim to inspire our children to be aspirational in all that they do. To have dreams and hope, to care deeply for one another and care for the world as custodians handing on the baton to future generations.

#### **Attainment Data for 2022 - 23**

##### **Early Years**

*EYFS Curriculum 60% of Pupil Premium Children achieved a Good Level of Development.*

<b>20 children</b>	<b>Below Expectation</b>	<b>At Expectation</b>	<b>Above Expectation</b>
Reading	25% 5 children	75% 15 children	N/A
Writing	35% 7 children	65% 13 children	N/A
Maths	20% 4 children	80% 16 children	N/A

**Year 1**

<i>9 children</i>	<b>Below Expectation</b>	<b>At Expectation</b>	<b>Above Expectation</b>
Reading	6 children - 67%	3 children - 33%	0
Writing	7 children - 78%	2 children - 22%	0
Maths	5 children - 56%	3 children - 33%	0

**Year 2**

<i>22 children</i>	<b>Below Expectation</b>	<b>At Expectation</b>	<b>Above Expectation</b>
Reading	10 children - 45%	8 children - 36%	4 children - 18%
Writing	13 children - 59%	8 children - 36%	1 child - 5%
Maths	8 children - 36%	12 children - 55%	2 children - 9%

**Year 3**

<i>11 children</i>	<b>Below Expectation</b>	<b>At Expectation</b>	<b>Above Expectation</b>
Reading	2 children - 18%	7 children - 64%	2 children - 18%
Writing	3 children - 27%	6 children - 55%	2 children - 18%
Maths	1 child - 9%	8 children - 73%	2 children - 18%

**Year 4**

<i>22 children</i>	<b>Below Expectation</b>	<b>At Expectation</b>	<b>Above Expectation</b>
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<i>Reading</i>	<i>10 children - 45%</i>	<i>5 children - 23%</i>	<i>7 children - 32%</i>
<i>Writing</i>	<i>12 children - 55%</i>	<i>6 children - 27%</i>	<i>7 children - 32%</i>
<i>Maths</i>	<i>9 children - 39%</i>	<i>7 children - 32%</i>	<i>6 children - 27%</i>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*