

Marish Academy Trust Pupil Premium combined policy, strategy and impact statement (2021-2024)

Introduction

This pupil premium statement has been created to outline and publish on our website the pupil premium monies our trust schools receive each year; our strategy for spending this money and the impact of that spend on the educational and wellbeing outcomes of the disadvantaged cohort. It also collates all this information in one place and so enables leaders to easily complete the DfE pupil premium template on our school websites by 31 December.

We confirm that before completing this document and the aforementioned template, leaders and trustees read the DfE's [Using Pupil Premium](#) guidance and the EEF guide to [using your pupil premium effectively](#).

At Marish Academy Trust we have continually and proactively assessed our pupils' needs and identified how to use the funding to help disadvantaged pupils to improve their attainment, since the pupil premium was first issued in 2012. We have also consistently demonstrated best practice in using more than the total pupil premium monies received in any year on 'narrowing the gap' initiatives between disadvantaged pupils and those of their none disadvantaged peers. Moreover, we have reported each year on the impact of these spends on the disadvantaged cohort in terms of attainment, progress and attendance, which have all consistently improved over time, until the pandemic struck in 2020

This approach is aligned with our core aim to do whatever it takes to meet needs for all pupils and their families.

Marish Primary School 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
Marish Primary School	
Number of pupils in school	762
Proportion (%) of pupil premium eligible pupils	19%
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	July 2022
Statement authorised by	Gill Denham, Executive Headteacher
Pupil premium lead	David Sinclair Jones, Deputy Headteacher
Governor / Trustee lead	Robin Grayson, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,125
Recovery premium funding allocation this academic year	£13,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0000
National Tutoring Program Funding	£16,413.75
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	£197,588.75

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

However, we are mindful of our unique context here and the first priority for us at Marish Academy Trust, must be improving attendance. If the most disadvantaged pupils fail to attend school regularly, the best tutoring programme and catch up provision will not benefit them. The same is true of the non-disadvantaged whose attendance remains below the national average of 96% following the season of the pandemic and lockdowns. In fact, we have decided to include any child whose attendance is below 95% in the vulnerable and / or disadvantaged strategy in the short term, until our tracking, both in terms of educational and wellbeing outcomes, indicates they have recovered their resilience and are able to make the most of their opportunities.

Evidence based practice

Over the last ten years the senior leadership and trustees have identified the following barriers to learning for pupils at our schools. These are, in no particular order: a lack of aspiration within families, poor school attendance, failure or inability to access educational opportunities, medical or mental health provision, social care and wellbeing support, inadequate nutrition and housing; and for a considerable minority, insecurity and unsafe home environments, including some where domestic violence, substance abuse and worklessness are endemic and trans-generational.

Moreover, whilst the majority of our pupils are bilingual, a significant minority of pupils arrive in our schools with little or no English. Although not a disadvantage in itself, for some who have arrived with their families, as refugees or asylum seekers or who have been born here but who have not experienced any spoken English within the home, joining even our very supportive schools can be an almost traumatic transition experience, on top of other traumatic experiences.

Of paramount significance are two additional factors: the first being that most pupils do not have one barrier to learning, but rather they tend to be linked. So, for example: a pupil with poor attendance may not attend because of other barriers such as no transport to school because their parent did not apply for a school place on time, possibly because of a language barrier or a mental health issue. Secondly, in our context there is a culturally motivated reluctance, amongst the majority of our families to claim benefits or any help from the state to which they are entitled. This includes free school meals for their children and the associated pupil premium.

To address the latter issue, the trust leadership tracks every pupil’s educational achievements, attendance and wellbeing assiduously, because it is impossible to ascertain whether or not they are actually disadvantaged or not, simply by looking at eligibility criteria and pupil premium records.

Our approach, as previously, is to respond to both common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure all pupils are challenged in the work that they’re set
- track and assess pupil’s attendance rigorously and regularly, as well as learning and wellbeing so we can early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupil’s outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Below average attendance for whatever reason to include: persistent absentees, school refusers, those living at a distance from the school who find it difficult to get into school or in on time consistently, pupils with a history of disruptive behavior and fixed term exclusions, those with anxiety and ongoing health or mental health issues, those who have some other vulnerability such as being known to social care and young carers.</p> <p>Attendance records reviewed daily for persistent absentees and weekly for all pupils shows that a higher proportion of disadvantaged pupils have poor attendance and are more likely to become persistent absentees than their none disadvantaged peers which impacts negatively on their ability to access education.</p>
2	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies but unlike the national data, the most significant issues in our schools are related to reading, writing, speaking and listening, probably because so many of our pupils have English as a second language.</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closures. These challenges have particularly affected</p>

	the disadvantaged cohort. Currently between 25 and 33% of pupils in each year group require additional support with social and emotional needs, with all of these receiving individual or small group interventions.
3	Prior to 2020, assessments, observations, and discussions with pupils suggested that our disadvantaged pupils generally had less well developed oral language skills and vocabulary gaps in comparison with their non-disadvantaged peers. Unfortunately, this issue is now prevalent across the whole Reception and KS1 cohorts and has been evident during baseline and Year 1 and 2 assessments carried out in autumn 2021. It is likely that is a result of lockdowns and many parents keeping their younger children at home last year, even if they were entitled to be at school. The fact that many families in our context do not speak English at home, has only exacerbated this issue.
4	Assessments, learning walks, work scrutiny and pupil voice in summer term 2021 and autumn term 2021 have indicated that disadvantaged pupils generally have greater difficulties with phonics than their peers. Moreover, they may not have access to books or a reading model at home. This negatively impacts their development as readers. We have also established from reading assessments and miscue analysis that if a pupil was none reader or a beginning reader before the last lockdown, they will not have learnt how to read fluently during lockdowns and in fact the vast majority of these children have regressed in their reading skills.
5	Assessments, learning walks, work scrutiny and pupil voice in summer term 2021 and autumn term 2021 have indicated that disadvantaged pupils generally have greater difficulties with writing and grammar than their peers. This negatively impacts their development as writers We have also established from writing assessments and grammar analysis that if a pupil was not yet able to write or only beginning to write before the last lockdown, they will not have learnt how to write fluently during lockdowns and in fact the vast majority of these children have regressed in their writing skills.

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
1. Improved attendance among disadvantaged pupils	Disadvantaged pupils at Marish Academy Trust have improved attendance and by the end of KS2 this is maintained at national average or above. In consequence their attainment and progress is equal to or above that of their none disadvantaged peers.
2. To achieve and sustain improved wellbeing for all pupils in our school, particularly our	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

<p>disadvantaged pupils.</p>	<ul style="list-style-type: none"> • positive feedback and evidence from interventions such as Kid’s Connect, team around the child and the inclusion team, particularly learning mentors and play therapists. • a significant reduction in poor attendance and persistent absenteeism • incidents of bullying remain rare within school and are dealt with proactively by school wherever they occur for our pupils • a significant increase in engagement in all aspects of curricular and enrichment activities, particularly among disadvantaged pupils • increased take up in talking therapies such as talk time, mentor schemes, supervision and improved partnerships with external agencies enables more access to support
<p>3. Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Prior to 2020, we had made good progress at addressing these issues and our disadvantaged pupils generally achieved as well as or better than their non-disadvantaged peers at KS2. This is our aim for these children for the future and we will be using some pupil premium monies to put in extra language provision as well as having a major focus on vocabulary and cultural capital across the breadth of our curriculum. By July 2022, 2023 and 2024 improved oral language among disadvantaged pupils will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. By 2025, our aim is that there is no significant differential between disadvantaged and non-disadvantaged cohorts at the end of KS2.</p>
<p>4. Improved reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2025 show that the percentage of disadvantaged pupils that met the expected standard was the same or better as their non-disadvantaged peers, as was the case in 2019. In 2022, 2023 and 2024 progress is made towards this target.</p>
<p>5. Improved writing attainment among disadvantaged pupils.</p>	<p>KS2 writing outcomes in 2025 show that the percentage of % of disadvantaged pupils that met the expected standard was the same or better as their non-disadvantaged peers, as was the case in 2019. In 2022, 2023 and 2024 progress is made towards this target.</p>

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.

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

Budgeted cost: **£85,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on attendance management, safeguarding and wellbeing awareness and learning mentoring system.</p> <p>This will involve training and release time for staff to develop and implement new procedures and maintaining part time attendance/support officers to improve attendance and complete home visits and collections as necessary. £12,000</p>	<p>Using these approaches in the past has improved our overall attendance to above national levels.</p> <p>Prior to Covid we also had very low levels of persistent absence, so we now our strategies are effective and just need to reinstate them and retrain staff in the post Covid era</p>	1 and 2
<p>Free minibuss transport to/to and from school for persistent absentees or families facing particular challenges and associated free breakfast club and after school club places</p> <p>£50,000 annually for up to 40 minibuss places and up to 100 breakfast and after club school places</p>	<p>Using this approach in the past has reduced our levels of absence and enabled some disadvantaged children to make the most of their educational opportunities.</p>	1 and 2
<p>Learning mentor and team around the child provision made available for all vulnerable children, to include Kids Connect, play therapy, Lego Therapy and a range of other interventions including talk time and Zippy's Friends. Cost £15,000</p>	<p>Kids Connect, play therapy and learning mentor provision have all had a proven impact on building resilience, enabling pupils to make the most of their educational opportunities at Marish and make a smooth transition to secondary school</p>	all
<p>Contingency fund for acute issues. £8,000</p>	<p>Based on our experiences to date and those of similar schools to ours, we know that we will have to provide food, clothing, educational materials and ICT as well as and funding for school trips for some disadvantaged children who otherwise would miss out.</p>	All

Teaching and Target interventions (for example, CPD, recruitment and retention tutoring, one-to-one support structured)

Budgeted cost: **£118,885**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oral language provision will be enhanced on Year 1 and EYFS by extra phonics and other interventions such as the NELLIE programme. Training and release time will be given to the staff concerned at a cost of £8,000</p>	<p>There is a strong evidence base that suggests oral language interventions, including the NELLIE programme have high impacts on reading: https://educationendowmentfoundation.org.uk/public/files/Nuffield_Early_Language_Intervention.pdf</p>	<p>3, 4 & 5</p>
<p>Embedding dialogic and vocabulary activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time, including in house inset. £3,000</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 4 & 5</p>
<p>Continued development of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. £5,000</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 4, 5</p>
<p>Reading recovery and better reading partners will be offered to disadvantaged and vulnerable children in year 1, year 2 and EYFS along with other interventions. £40,000</p> <p>Training and release time will be given to the staff concerned at a cost of £6,000</p>	<p>There is a strong evidence base that suggests reading recovery programmes and reading interventions such as better reading partners have high impacts on reading.</p>	<p>3, 4 and 5</p>
<p>Handwriting and spelling interventions will be offered to all disadvantaged and vulnerable children in year 1, year 2 and EYFS along with other interventions. £5,000</p> <p>Training and release time will be given to the staff concerned at a cost of £5,000</p>	<p>There is a strong evidence base that suggests handwriting and reading recovery programmes and reading interventions such as better reading partners have high impacts on reading.</p>	<p>3, 4 and 5</p>

<p>Several English specialist teachers on our staff team to support Yr 6 on a part time basis and also use SLT members to deliver 121 or small group sessions to Children in Year 2, 5 and 6. Moreover, we use some Pupil Premium funding to enable us to pay for additional teaching assistant time so that some children can have reading comprehension or writing intervention, or interventions with a skilled HLTA £15,000</p>	<p>Evidence in our above average results over the last few years indicate that this strategy has not only benefitted the disadvantaged cohort but all the children.</p>	<p>all</p>
<p>Several Maths specialist teachers on our staff team to support Yr 6 on a part time basis and also use SLT members to deliver 121 or small group sessions to Children in Year 2, 5 and 6. Moreover, we use some Pupil Premium funding to enable us to pay for additional teaching assistant time so that some children can have extra Maths interventions, or interventions with a skilled HLTA £15,000</p>	<p>Evidence in our above average results over the last few years indicate that this strategy has not only benefitted the disadvantaged cohort but all the children.</p>	<p>all</p>
<p>Targeted 1-1 and small group tuition focused on pupil premium children across all year groups, as well as focus children with other types of disadvantage or additional needs, including (but not limited to) SEND children who have previously had a social worker, previously looked-after children, young carers and other vulnerable pupils. This will provide a block of at least 15 sessions of tutoring for each individual/ group (£21,885 of which £16,413.75 will be drawn from the NTP fund and the remaining amount from other school funds).</p>	<p>Evidence points to pupils who receive tutoring making between 3 months and 5 months accelerated progress when compared to their peers who do not receive tutoring (National Foundation for Educational Research; Research into Affordable Primary Tuition)</p>	<p>3, 4 and 5</p>

Total budgeted cost: £203,885

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. During this academic year Marish had 136 pupil premium children and was in receipt of £172,282.50

Total Spend: £172,920

Programme /support available	Targeted pupils	Amount Spent 2020-21
At Marish, we use several English specialist teachers on our staff team to support Yr 6 on a part time basis and also use SLT members to deliver 121 or small group sessions to Children in Year 2, 5 and 6. Moreover, we use some Pupil Premium funding to enable us to pay for additional teaching assistant time so that some children can have reading comprehension or writing intervention, or interventions with a skilled HLTA	Pupil premium children in years 2, 5 and 6	£15,000
Additional writing support is given through booster and G and T writing groups, either before/after school for oldest children school or during school hours	Pupil premium children in all years	£10,520
Spellings and phonics interventions and additional 121 for some identified children are delivered by dyslexia and phonics specialist teachers and teaching assistants.	Pupil premium children in all years but particularly y1 and y2	£6,000
We have three Reading recovery trained teachers at Marish and Willow The now retired Reading Recovery lead trainer for Berkshire also works for us as a consultant on part time basis, providing further expertise and training to these staff and to train teaching assistants in other programmes such as 'the better reading partnership'.	Children in years 1,2 and 3 for reading recovery provision Children who need support with reading in KS2	£19,400
At Marish we use some pupil premium funding to enable us to employ a fourth teacher for year 6 Maths Sets so that the children work in smaller ability groups. We also utilise the skills of several Maths specialists on staff to provide booster for any child not on track for Maths milestones	Pupil premium children in years 5 and 6	£6,000

<p>Social skills programme/behaviour support/ play therapy/nurture group/Attendance and CP team</p> <p>Marish and Willow have a team of 7 trained learning mentors who have a variety of backgrounds and dual roles including working as teaching assistants, sports and behaviour coaches; (see also Sports premium spend summary sheet)</p> <p>Additionally, we have two qualified senior play therapists on staff for five days each week who provides intensive support to some children for a short period. We also have one trainee play therapist.</p> <p>Finally, we have an attendance and CP team of 10 people, including office staff, teaching staff and our trust child protection leads. These people visit families and collect children, attend CP meetings with social care and monitor attendance of all vulnerable children trust wide. Whilst teaching staff do have responsibility for attendance and vulnerable children too, this team is free during the school day to take action, when teachers cannot</p>	<p>Pupil premium children in all years</p>	<p>£25,000 towards costs of learning mentors</p> <p>£40,000 towards cost of play therapists (including £10,000 for cost of supervision and training}</p> <p>£20,000 towards cost of running the attendance and CP team</p>
<p>A small number of Pupil Premium children do not attend regularly because they live at a considerable distance from our school or because there is some issue within their family. These children are offered a free place on our minibus, which makes 4 separate pick up rounds to collect them each morning</p>	<p>Pupil premium children in yrs 1-6 with attendance issues</p>	<p>£16,000 pa towards minibus and staffing costs</p>
<p>Free places in breakfast club and reduced fee places in after school care or holiday provision (or specific support for families in crisis with uniform, shoes, free or subsidised places on school trips/residential trips or clubs) for identified pupil premium children with attendance or punctuality issues or who are looked after or have social care involvement.</p>	<p>Pupil premium children in yrs 1-6 with attendance issues</p>	<p>£15,000 pa towards food and staffing costs</p>

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
N/A	We currently have no children entitled to service pupil premium

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:

- Continuing to embed and develop the implementation and impact of our 4D curriculum
- embedding more effective practice around feedback using our impact strategy. [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 how activity undertaken in previous years had been successful and determined to continue with much of this practice.

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. As a school with high-performing disadvantaged pupils it is sensible to maintain the successful approach we have used in previous years.

Over the last few years, we have continued to review a number of reports, studies and research papers about the 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 have considered research about the impact of the pandemic on disadvantaged pupils.

We have a robust evaluation framework in place for the duration of our rolling three-year approach linked to our Impact Strategy framework and Strategic Plan. We will continually review and adjust our plan over time to secure the best possible outcomes for pupils.