



Marlborough St Mary's CE Primary School

Pupil Premium Strategy Statement 2020-2021

What is Pupil Premium Funding?

Pupil Premium funding is provided to schools and is additional to the main school funding. The funding is allocated according to the number of pupils on-roll who are:

- Currently Eligible for free school meals (FSM) other than the Universal Free School Meals for EYFS and KS1.
- Have been eligible for free school meals (other than Universal FSM) within the past 6 years.
- A child from a family where one or both of their parents is a serving member of the Armed Services.
- A "looked after" pupil or previously "looked after" pupil (in care) for 6 months or more.

The amount of funding allocated to support these pupils varies between the categories, a pupil can qualify for funding in more than one category:

- Pupils in receipt of Free School Meals now or within the last 6 years £1,345 per child
- Pupils who are from Service Families £ 310 per child
- 'Looked after/Previously Looked after' pupils (LAC/PLAC) £2,345 per child

Summary Information - allocated funding for 2020-2021

The current funding cycle has allocated Pupil Premium funding for 91 pupils which is 23.1% of the number of pupils in school (397 Pupils, November 2020). As of November 2020, the total number of pupils who are currently Service / Looked After / Previously Looked After/ Ever-6 or in receipt of FSM is 111, which is 27.96% of the number of pupils in school.

The funding runs from April 2020 to April 2021 and uses information submitted in the January 2020 census.

	<i>Number of Pupils</i>	<i>Funding</i>
Current FSM + FSM Ever 6	75	£100,875
Service Pupils	12	£3,720
Looked After / Previously Looked After Pupils	5	£11,725
Total Pupil Premium Grant		£116,320

School Context 2020-2021

Overview of School Context – Academic Year 2020-2021

	Reception (Total 60)		Year One (Total 51)		Year Two (Total 44)		Year Three (Total 60)		Year Four (Total 56)		Year Five (Total 60)		Year Six (Total 64)	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Whole cohort	18	42	14	37	12	32	16	44	17	39	17	43	15	49
	30%	70%	27.5%	72.5%	27.3%	72.7%	26.7%	73.3%	30.4%	69.6%	28.3%	71.7%	23.5%	76.6%
Whole cohort – Mainstream only	18	42	11	35	10	29	16	42	16	41	15	42	14	46
	30%	70%	23.9%	76.1%	25.6%	74.4%	27.6%	72.4%	28.1%	71.9%	26.3%	73.7%	23.3%	76.7%
Boys (% of Boys)	7	17	6	19	7	17	12	24	11	22	7	22	7	33
	29.2%	70.8%	24%	76%	29.2%	70.8%	33.3%	66.7%	33.3%	66.7%	24.1%	75.9%	17.5%	82.5%
Girls (% of Girls)	11	25	8	18	5	15	4	20	6	17	10	21	8	16
	30.6%	69.4%	30.8%	69.2%	25%	75%	16.7%	83.3%	26.1%	73.9%	32.3%	67.7%	33.3%	66.7%
SEN support (% of SEN)	2	6	2	3	1	2	3	3	4	5	5	7	3	8
	25%	75%	40%	60%	33.3%	66.7%	50%	50%	44.4%	55.6%	41.7%	58.3%	27.3%	72.7%
SEN – EHCP (% of EHCPs)	0	0	3	4	3	4	1	2	1	2	2	1	3	5
			42.9%	57.1%	42.9%	57.1%	33.3%	66.7%	33.3%	66.7%	66.7%	33.3%	37.5%	62.5%
EAL (% of EAL)	1	2	0	2	1	1	1	3	0	5	1	4	2	4
	33.3%	66.7%		100%	50%	50%	25%	75%		100%	20%	80%	33.3%	66.7%

School Assessment Data

Early Years Foundation Stage							
	Data from Academic Year 2019-2020				PP Data from previous 3 years		
	Whole Cohort	PP eligible pupils	Non-PP eligible pupils	National Average	2016-2017 (9 Pupils)	2017-2018 (12 Pupils)	2018-2019 (8 Pupils)
Good Level of Development (GLOD)	<i>Due to Covid-19, the government cancelled all statutory assessments for primary schools for this academic year with no statutory data collected or reported</i>				67%	42%	38%
Reading					67%	50%	50%
Writing					67%	50%	38%
Number					67%	58%	63%
Shape					78%	58%	63%

Year One Phonics Screening Check							
	Data from Academic Year 2019-2020				PP Data from previous 3 years		
	Whole Cohort	PP eligible pupils	Non-PP eligible pupils	National Average	2016-2017 (11 Pupils)	2017-2018 (8 Pupils)	2018-2019 (14 Pupils)
Number and Percentage achieving the standard required	<i>Due to Covid-19, the government cancelled all statutory assessments for primary schools for this academic year with no statutory data collected or reported</i>				82%	50%	57%

End of Key Stage One (KS1)

	Data from Academic Year 2019-2020				PP Data from previous 3 years		
	Whole Cohort	PP eligible pupils	Non-PP eligible pupils	National Average	2016-2017 (10 Pupils 6 SEN)	2017-2018 (11 Pupils 2 SEN)	2018-2019 (10 pupils 2 SEN)
Percentage achieving the expected standard or above in Reading, Writing and Maths combined	<i>Due to Covid-19, the government cancelled all statutory assessments for primary schools for this academic year with no statutory data collected or reported</i>				10%	73%	50%
Percentage achieving the expected standard or above in Reading					40%	82%	60%
Percentage achieving the expected standard or greater depth in Writing					10%	73%	50%
Percentage achieving the expected standard or greater depth in Maths					60%	73%	60%
Percentage making the expected progress EYFS-End KS1 in Reading					90%	82%	70%
Percentage making the expected progress EYFS-End KS1 in Writing					90%	91%	60%
Percentage making the expected progress EYFS-End of KS1 in Maths					90%	82%	70%

Due to Covid-19, the government cancelled all statutory assessments for primary schools for this academic year with no statutory data collected or reported.

The percentages below are for Key Stage Two only as end of Primary School standards were calculated for each pupil.

The teachers believe that these results represent the fairest outcomes for the cohort, based on the work each child produced in class during the entire year – including on their return to school in June.

End of Key Stage Two (KS2)							
	Data from Academic Year 2019-2020				PP Data from previous 3 years		
	Whole Cohort	PP eligible pupils (13 Pupils 4 SEN)	Non-PP eligible pupils (38)	National Average – Whole Cohort	2016-2017 (15 Pupils 8 SEN)	2017-2018 (16 Pupils 6 SEN)	2018-2019 (21 Pupils 10 SEN)
Percentage achieving the expected standard or above in Reading, Writing and Maths combined	70.6%	61.5%	76.3%	<i>National Average 2018-2019 = 65%</i> <i>National PP Average 2018-2019 = 51%</i>	40%	63%	29%
Percentage achieving the expected standard or above in Reading	84.3%	76.9%	86.8%	<i>National Average 2018-2019 = 73%</i>	47%	81%	38%
Percentage achieving the expected standard or greater depth in Writing	82.4%	69.2%	86.8%	<i>National Average 2018-2019 = 78%</i>	80%	69%	62%
Percentage achieving the expected standard or greater depth in Maths	78.4%	69.2%	81.6%	<i>National Average 2018-2019 = 79%</i>	80%	63%	43%
Percentage making the expected progress KS1-End KS2 in Reading (% only for those 48 with KS1 outcomes)	94%	85%	97%		60%	75%	71%
Percentage making the expected progress KS1-End KS2 in Writing (% only for those 48 with KS1 outcomes)	92%	92%	91%		100%	75%	86%
Percentage making the expected progress KS1-End KS2 in Maths (% only for those 48 with KS1 outcomes)	94%	92%	94%		47%	56%	57%

Attendance				
	Data from Academic Year 2019-2020 (Year of Covid-19 National Lockdown)			
	Whole School (380)	PP eligible pupils (97)	Non-PP eligible pupils (283)	National Average (2018-2019)
Overall attendance	91.25	89.1	92.03	
Overall absence	8.75	10.9	7.97	4.0
Unauthorised absence	0.66	0.8	0.62	1.1
Persistent absence	12.8	21.6	9.9	8.2
Broken Weeks	14.9	19.7	13.9	
Late	0.05	0.1	0.03	

Behaviour									
	Data from Academic Year 2019-2020			National Average (2018-2019)			PP Data from previous 3 years		
	Whole School	PP eligible pupils	Non-PP eligible pupils	All	PP	Non-PP	2016-2017	2017-2018	2018-2019
Percentage Permanent Exclusions	0	0	0	0.1	0.27	0.06	0	0	0
Percentage Fixed Term Exclusions	0.2	0	0.3	5.36	13.76	3.83	0.9	0.9	0

Safeguarding			
	Data from Academic Year 2019-2020		
	Whole School	PP eligible pupils	Non-PP eligible pupils
Number of referrals	10	6	4
Number Child Protection	3	3	0
Number Child in Need	8	7	1
Number LAC/PLAC/SG	6	6	0
Number Early Help	5	3	2

Planned expenditure rationale

The planned expenditure for each academic year takes a three key areas approach.

Research into strategies which are most effective in raising attainment, accelerating progress and closing the gap has been undertaken by the Education Endowment Foundation, National Foundation for Educational Research and other educationalists and evidence from their findings has been used to support our expenditure decisions for next year.

The National Foundation for Educational Research identifies seven key elements for success:



The Education Endowment Foundation Guide to the Pupil Premium identifies three key areas for focus:

As a school, our focus will be on key strategies which evidence from a range of sources, including the Education Endowment Foundation Toolkit (EEF), suggests accelerate pupil progress most effectively within these three areas.

These include:

- Quality First Teaching
- Reading proficiency
- Targeted interventions (1:1 and small group)
- Social and Emotional Support
- Involvement in outdoor pursuits, sport, the arts
- Early introduction of initiatives



Long Term Overview

Our long term priorities are identified in our three-year strategic overview and are closely linked to the Whole School Development Plan. All decisions are driven by our knowledge of our pupils and families and are supported by evidence-based research.

Our action plan for each year builds towards these long term aims and are monitored and evaluated regularly.

Long Term Overview 2020-2023		
Area for Development	Tiered Focus Area, Research and Evidence	Desired Outcomes for Pupil Premium Eligible Pupils
Raise standards for Pupil Premium eligible pupils to at least the same attainment levels as their non-Pupil Premium peers	Quality First Teaching including feedback (EEF+8) Small group tuition (EEF+4) 1:1 Targeted Support (EEF+5) Early Years interventions (EEF+5) Oral Language interventions (EEF+5) Reading comprehension strategies (EEF+6)	95% or above of mainstream Pupil Premium Eligible pupils achieve the standard required to pass the Phonics Screening Check in Y1 95% or above of mainstream Pupil Premium Eligible pupils achieve the expected standard or above by the end of KS1 95% or above of mainstream Pupil Premium Eligible pupils achieve the expected standard or above by the end of KS2 95% or above of Resource Base Pupil Premium Eligible pupils achieve their personalised targets at each Key Stage
Ensure Pupils eligible for Pupil Premium make at least expected progress from their starting points in all core curriculum areas	Quality First Teaching including feedback (EEF+8) Small group tuition (EEF+4) 1:1 Targeted Support (EEF+5) Early Years interventions (EEF+5) Oral Language interventions (EEF+5) Reading comprehension strategies (EEF+6)	100% of Pupil Premium Eligible Pupils make at least expected progress from their starting points in all core curriculum subjects in each year group
Improve attendance and punctuality	Wider Strategies including parental engagement (EEF+3) Social and Emotional Learning (EEF+4)	Pupil Premium eligible pupils' attendance is in-line with their non-Pupil Premium peers and above the National Average
Promote participation in arts, sports and outdoor activities	Outdoor Learning (EEF+4) Arts Participation (EEF+2) Sports Participation (EEF+2)	Mainstream Pupil Premium eligible pupils involvement in extra-curricular activities is in-line with their non-Pupil Premium peers

Identified barriers to educational achievement

Marlborough St Mary's CE Primary School has identified the following as potential barriers to achievement experienced by some of the pupils currently in receipt of Pupil Premium Funding:

- Access to language / understanding and application of phonics skills and reading skills.
- Access to extra-curricular activities – educational experiences such as day trips, residential trips and music lessons.
- Parental engagement with school – especially regarding attendance at My Child Parent Meetings; curriculum workshops; support to complete homework.
- The number of pupils who are in receipt of Pupil Premium funding who are also on the SEND register for cognition and learning.
- Pupils with specific social and emotional needs which affect their learning.
- Irregular attendance.

Some of these barriers have been exacerbated for many pupils by the lockdown and school closures that took place from March 2020.

Summary of Desired Outcomes for 2020-2021

- All Pupil Premium pupils to have made at least expected progress from their starting points in Reading, Writing and Maths during the academic year.
- All Pupil Premium pupils to have had the opportunity to engage in extra-curricular activities – including after school clubs and residential trips (as appropriate for their age).
- The percentage of pupil premium eligible pupils achieving the expected standard at the end of Y2 and Y6 to increase on the previous recorded year.
- All Pupil Premium pupils have an attendance record of above 95% for the year.

Summary of Success criteria for 2020-2021

- All pupils eligible for Pupil Premium, who do not have an additional educational need, make good or outstanding progress in Reading, Writing and Maths during the academic year.
- All pupils eligible for Pupil Premium, who also have an additional educational need, make good to outstanding progress towards their personalised targets.
- Based on prior attainment/SEN need: at least 42% of Y2 pupils eligible for pupil premium and 75% of eligible Y6 pupils reach the expected standard at the end of Y2 and Y6 in reading.
- Based on prior attainment/SEN need: at least 42% of Y2 pupils eligible for pupil premium and 64% of eligible Y6 pupils reach the expected standard at the end of Y2 and Y6 in all three areas combined.
- All Pupil Premium pupils have an attendance record of above 95% for the year.
- Extra-curricular activities registers show a representative proportion of Pupil Premium pupils. Pupil Premium tracking documents show that all pupils have had an opportunity to engage in extra-curricular activities.

Action Plan for the 2020-2021 academic year

Key Area One – Quality First Teaching

<i>Desired Outcomes</i>	<i>Measurable Outcomes</i>	<i>Actions</i>	<i>Resourcing</i>	<i>Monitoring Comments (Mid-year and End of Year)</i>	<i>Impact</i> Significant Moderate Low Impact
All pupils have access to a high standard of quality first teaching every day	<p>All pupil premium eligible pupils make at least good progress from their starting points in all areas of the curriculum</p> <p>End of KS2 results show that PP eligible pupils have made good progress and attainment from their end of KS1 results (or equivalent if no KS1 result)</p> <p>End of KS1 results show that PP eligible pupils have made good progress and attainment from their starting points</p> <p>Progress from EYFS to the end of KS2 is good</p> <p>Books show exemplary use of the school's marking and feedback policy – clear examples of next step questioning and addressing of misconceptions</p>	<p>Provide CPD opportunities for all staff to include:</p> <ul style="list-style-type: none"> *internal CPD led by outstanding teachers within the school – including opportunities to observe / team teach with colleagues *attendance at external courses led by County Advisors *online training led by education professionals *involvement in training through a Maths Hub Working Group *purchase maths resources / scheme in response to the continued whole school development of Maths Mastery *coaching trios within school *mentoring for new staff 	<p>PDM time for CPD</p> <p>Release time for internal coaching and mentoring</p> <p>Cost of maths resources / scheme</p> <p>Cost of courses and supply cover for external courses</p>		

<p>Culture of high expectations is embedded across the school – including pupils having high expectations of themselves</p>	<p>Pupils are fully and actively engaged in lessons both asking and answering questions – choosing appropriate levels of challenge Time is used effectively – pupils have appropriate strategies for self-support and challenge</p> <p>Pupils are clear about their own personal targets – strengths and areas for development – take some responsibility for their own learning</p> <p>(Measured through pupil voice discussions; formal and informal observations; learning environment; learning attitudes)</p>	<p>Implement strategies introduced by the Achievement for All coach through regular training sessions throughout the year with foci to include: *growth mind-set *self-esteem *resilience *well-being building on the work done in previous years.</p>	<p>Cost of Achievement for All Coach</p> <p>PDM time for CPD</p> <p>Release time for internal coaching and mentoring</p> <p>Funding for resources to support strategies</p>		
<p>Pupil premium eligible pupils make at least good progress in reading and reach the expected standard</p>	<p>Pupil Premium eligible pupils in EYFS achieve a good level of development in reading</p> <p>Pupil premium eligible pupils in Y1 reach the standard to pass the phonics screening check</p>	<p>Read, Write Inc Phonics is used as the strategy for teaching reading</p> <p>Regular training updates for all staff teaching Read, Write Inc groups or interventions</p> <p>Whole class reading is used as the strategy for teaching</p>	<p>Resourcing Read, Write Inc</p> <p>Staff time for training</p> <p>Resourcing the book spine</p>		

	<p>Pupil premium eligible pupils in Y2 reach the expected standard in reading</p> <p>Pupil premium eligible pupils in Y6 reach the expected standard in reading</p> <p>Pupil reading records show books read for pleasure as well as reading scheme books</p>	<p>reading following on from Read, Write inc</p> <p>Library skills are taught explicitly</p> <p>Teachers model reading for pleasure</p>	Resourcing the library		
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Key Area One - Costings			
Desired Outcome	Planned Spend	Actual Spend	Comments
All pupils have access to a high standard of quality first teaching every day	£3,771		
Culture of high expectations is embedded across the school – including pupils having high expectations of themselves	£2,562		
Pupil premium eligible pupils make at least good progress in reading and reach the expected standard	£1,000		

Key Area Two – Targeted Support

<i>Desired Outcomes</i>	<i>Measurable Outcomes</i>	<i>Actions</i>	<i>Resourcing</i>	<i>Monitoring Comments (Mid-year and End of Year)</i>	<i>Impact</i> Significant Moderate Low Impact
<p>All pupil premium eligible pupils receive directed, targeted interventions when necessary.</p> <p>(see links to Key Area One)</p>	<p>Entry and exit data for interventions show accelerated progress within the targeted objective(s)</p> <p>Provision map shows that all Pupil Premium eligible pupils working at Greater Depth / Mastery – receive additional challenge</p>	<p>Teachers, teaching assistants work with the SENCOs, Intervention Lead and Assessment Lead to identify, implement and monitor targeted 1:1 or small group interventions.</p> <p>Interventions may include:</p> <ul style="list-style-type: none"> *Reading *Phonics *Handwriting *Arithmetic *Reasoning *Core strength <p>and will be implemented by either the teacher or teaching assistant</p> <p>Track and monitor entry and exit data to ensure interventions are having the intended impact and are focusing on the correct barrier to learning</p>	<p>Time for staff to communicate, plan, implement and monitor impact</p> <p>Cost of resources to support interventions</p>		

<p>Pupil premium eligible pupils receive support in order for them to make at least good progress in reading and reach the expected standard</p> <p>(see link to key area one)</p>	<p>Pupil Premium eligible pupils in EYFS achieve a good level of development in reading</p> <p>Pupil premium eligible pupils in Y1 reach the standard to pass the phonics screening check</p> <p>Pupil premium eligible pupils in Y2 reach the expected standard in reading</p> <p>Pupil premium eligible pupils in Y6 reach the expected standard in reading</p>	<p>Early identification of pupils who would benefit from additional reading / phonics support through regular monitoring of skills and progress</p> <p>Read, Write Inc embedded across EYFS/KS1</p> <p>Regular training updates for all staff teaching Read, Write Inc groups or interventions</p> <p>1:1 Phonics / Daily reading interventions implemented</p>	<p>Staff time for interventions / training</p> <p>Resources to support phonics / reading interventions</p>		
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Key Area Two - Costings

Desired Outcome	Planned Spend	Actual Spend	Comments
All pupil premium eligible pupils receive directed, targeted interventions when necessary.	£20,841		
Pupil premium eligible pupils receive support in order for them to make at least good progress in reading and reach the expected standard	£11,300		

Key Area Three – Wider Strategies

<i>Desired Outcomes</i>	<i>Measurable Outcomes</i>	<i>Actions</i>	<i>Resourcing</i>	<i>Monitoring Comments (Mid-year and End of Year)</i>	<i>Impact</i> Significant Moderate Low Impact
All pupils have access to educational experiences to enhance their learning	<p>100% of Pupil Premium eligible pupils participate in school trips and residential experiences</p> <p>100% of pupil premium eligible pupils who are offered the chance to participate in an external course opportunity do participate (eg: AGAT Enrichment courses at Braeside)</p> <p>At least 70% (an increase on previous years) of pupil premium pupils participate in an extra-curricular club for which they are eligible (some clubs are age limited)</p>	<p>Subsidise school trips and residential experiences for pupil premium eligible pupils</p> <p>Identify and subsidise appropriate external opportunities for pupils and liaise with parents to enable participation</p> <p>Promote and monitor participation in extra-curricular clubs – including sport, music, art</p> <p>Set up a single page profile for Pupil premium eligible pupils – to include interests / hobbies to help identify appropriate additional opportunities</p>	<p>Funding to cover the subsidies</p> <p>Staffing</p> <p>DHT time – single-page profiles – creation and completion</p>		
Pupil Premium eligible pupils' attendance is improving individually and as a cohort	Targeted pupils increase their attendance rates by at least 5%	School office and pastoral team monitor attendance closely	Time for liaison between school office and pastoral team		

	<p>Pupil premium eligible pupils, as a cohort, have an increased average attendance on previous year (average for 2019-2020 before lockdown was 93%)</p>	<p>Early identification of pupils whose attendance is a barrier to their learning</p> <p>Liaison between the pastoral team and parents to identify specific issues surrounding attendance and implement strategies to support improved attendance</p> <p>Work with external agencies, where appropriate, to support attendance</p>	<p>Funding to support strategies where appropriate</p>		
<p>All pupils' emotional needs are supported</p>	<p>Pupils in receipt of ELSA / Merlin / 1:1 direct Pastoral Support demonstrate more settled / confident behaviour within the school environment</p> <p>Progress and attainment of all focus pupils shows at least good progress towards their individual targets</p>	<p>Timetabled ELSA sessions for focus pupils take place regularly</p> <p>Pupils who would benefit from Merlin sessions are identified quickly and attend sessions regularly</p> <p>1:1 'Meet and Greet' established for focus pupils</p>	<p>Funding for ELSA supervision and training</p> <p>Communication time for the Intervention Lead and ELSA / Merlin staff</p> <p>Planning time for the Merlin lead</p> <p>Funding for Merlin activities</p>		

All parents have regular contact with their child's teacher / other relevant staff	Attendance at My Child meetings is 100% Email / telephone communication records between school and home	Teachers use a range of measures to communicate with parents regularly including: informal / formal meetings; class emails or phone calls	Teacher time / release cover Admin time		
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Key Area Three - Costings

Desired Outcome	Planned Spend	Actual Spend	Comments
All pupils have access to educational experiences to enhance their learning	£6,800		
Pupil Premium eligible pupils' attendance is improving individually and as a cohort	£20,934		
All pupils' emotional needs are supported	£47,887		
All parents have regular contact with their child's teacher / other relevant staff	£1,225		

Total Spending

Target Area	Planned Spend	Actual Spend	Comments
1. Quality First Teaching	£7,333		
2. Targeted Support	£32,141		
3. Wider Strategies	£76,846		
Total Spend	£116,320		

Monitoring and Evaluation

All actions and outcomes are monitored, evaluated and reviewed by the Head Teacher and Deputy Head Teacher in conjunction with members of the Senior Leadership Team, the Pupil Premium Governor and other staff members as appropriate.

Review

This strategy is reviewed annually at the beginning of each academic year and updated as appropriate throughout each year.

Abbreviations which may be used in this document

HT	Head Teacher
DHT	Deputy Head Teacher
SENCO	Special Educational Needs Co-ordinator
AfA	Achievement for All
ELSA	Emotional Literacy Support Assistant
PDM	Professional Development Meeting
CPD	Continued Professional Development
AGAT	Able, Gifted and Talented
EEF	Education Endowment Foundation