



Marlborough St Mary's CE Primary School – Pupil Premium Strategy Statement 2019-2020

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.

In addition – the amount of funding allocated to support these pupils varies between the categories:

- Pupils in receipt of Free School Meals now or within the last 6 years £1,320 per child
- Pupils who are from Service Families £ 300 per child
- ‘Looked after’ pupils (LAC) / special guardianship £1,900 per child

Summary Information - allocated funding for 2019-2020

The current funding cycle has allocated Pupil Premium funding for 96 pupils which is 25.6% of the school roll. The funding runs from April 2019 to April 2020 and uses information submitted in the January 2019 census.

	<i>Number of Pupils</i>	<i>Funding</i>
Current FSM + FSM Ever 6	79	104,280
Service Pupils	13	3,900
Looked After / Previously Looked After Pupils	4	9,200
Total Pupil Premium Grant	96 pupils	£117,380

Current Attainment – End of 2018-2019 Academic Year

	Pupils Eligible for Pupil Premium - End of KS1 (10)	Pupils not eligible for Pupil Premium End of KS1 (45)	Pupils Eligible for Pupil Premium - End of KS2 (21) (including a significant number of SEND pupils)	Pupils not eligible for Pupil Premium End of KS2 (33)
Percentage of pupils achieving the expected standard or greater depth in reading, writing and maths (all three areas combined)	50%	60%	29%	64%
Percentage of pupils achieving the expected standard or greater depth in reading	60%	71%	38%	85%
Percentage of pupils achieving the expected standard or greater depth in writing	50%	60%	62%	85%
Percentage of pupils achieving the expected standard or greater depth in maths	60%	64%	43%	70%

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.

Desired Outcomes

- Higher rates of progress across all phases for all Pupil Premium pupils.
- Higher rates of progress and greater attainment across all phases for all Pupil Premium pupils.
- Higher rates of engagement with extra-curricular activities – including residential trips.

Success criteria

- Pupils eligible for Pupil Premium, who do not have an additional educational need, make good to outstanding progress in all curriculum areas. This will be measured both through the end of Key Stage assessments and the school tracking system and monitored through pupil progress meetings.
- Progress and attainment increase so that they become in line with non-pupil premium pupils across all year groups.
- Extra-curricular activities registers show a representative proportion of Pupil Premium pupils.

See below for a Review of the Academic Year 2019-2020

Review of Actions from the Previous Academic Year: 2019-2020

Due to national school closures from March 2020 many of the impact measures cannot be quantified through assessment data this year.

Where possible, the impact has been quantified with comments outlining those actions that have taken place.

Area 1: Quality Teaching			
<i>Area of expenditure</i>	<i>Intended Impact</i>	<i>Actions</i>	<i>Impact and Comments</i>
<p>Additional support for focussed small group interventions (teacher and teaching assistant led groups)</p> <p>Costs: Staff £17,076 Resources £300</p> <p>Lead: DHT / SENCO</p>	<ul style="list-style-type: none"> ➤ Improved learning outcomes in reading, writing, and maths – at least 80% of PP non-SEN pupils meeting the end of year age-related objectives / making accelerated progress and closing the gap with their peers with a minimum of 50% of PP pupils with SEN making at least good progress ➤ Pupils keep up with their peers rather than have to catch up – evidenced through the attainment and progress ➤ Improved self-confidence / self-esteem for the pupils – evidenced through pupil voice 	<ul style="list-style-type: none"> ➤ Regular communication between staff leading the intervention group and class teachers – individual pupils’ needs, teaching materials, learning to consolidate, sharing of resources, discussion of progress and attainment ➤ Review of programmes / resources used to ensure maximum impact ➤ Close monitoring of tracking documents – interventions closely linked to need 	<ul style="list-style-type: none"> ➤ Assessments of additional support taking place during the year have shown positive impact for all pupils ➤ Interventions have been adapted to ensure pupils were supported to overcome specific objectives which were barriers to their progress ➤ Resources have been purchased to support pupils
<p>TA support for 1:1 / 1:2 focussed daily interventions</p> <p>Costs: Staff £13,672 Resources - £500</p>	<ul style="list-style-type: none"> ➤ At least 80% of targeted pupils make accelerated progress on the objectives covered by their daily interventions and make at least good progress over the year ➤ Pupils keep up with their peers rather than have to catch up – evidenced through the attainment and progress ➤ Improved self-confidence / self-esteem for the pupils – evidenced through pupil voice 	<ul style="list-style-type: none"> ➤ 1:1 / 1:2 interventions planned to cater for individual needs (eg: spelling, handwriting, reading, number work etc...) ➤ Intervention learning tasks tailored to meet the individual needs of pupils – overcoming a barrier to their understanding and progress – linked closely to evidence from the tracker (entry and exit data) ➤ Regular analysis and pupil progress meetings held for class teachers, assessment lead and SENCO to identify target pupils and their key barriers to learning 	<ul style="list-style-type: none"> ➤ 1:1 interventions have taken place in all year groups with the focus tailored to the needs of the pupils ➤ Monitoring of 1:1 bespoke maths interventions identified that pupils were making between 4 and 12 months progress in a 6 week period with some pupils making more than 12 months progress ➤ Regular analysis of data and books as well as pupil progress meetings; SENCO surgeries and year group meetings has resulted in accurate identification of key

Lead: DHT / SENCO		<ul style="list-style-type: none"> ➤ Regular communication between TA and teachers to discuss progress ➤ Termly reviews of objectives covered ➤ Acquisition of appropriate targeted intervention resources to support in the delivery of these sessions. 	barriers to learning allowing precise targeting of interventions to take place
TA support for 1:1 Reading / Small group phonics	<ul style="list-style-type: none"> ➤ 1:1 reading sessions to take place daily for target pupils with at least 80% making good or accelerated progress over the year ➤ Improved rate of progress for target pupils – with at least 80% of PP non-SEN pupils closing the gap with their peers / meeting the end of year age-related objectives ➤ Increased number of pupils pass the phonics screening check – percentage to be in line with national averages. 	<ul style="list-style-type: none"> ➤ 1:1 Reading daily for focus pupils ➤ Regular communication between TA and teachers / DH regarding progress / understanding and key areas for development ➤ Monitoring of progress for targeted pupils – analysis of specific individual barriers to learning 	<ul style="list-style-type: none"> ➤ Regular phonics and 1:1 reading interventions took place and pupils involved made good to outstanding progress ➤ No end of year data available due to Covid-19. Phonics will be assessed, in accordance with government requirements, in the second part of the Autumn Term 2020
Costs: Staff - £13,672 Resources - £500			
Lead: DHT / SENCO			
Achievement for All Training / CPD Opportunities to support Quality First Teaching including additional training opportunities	<ul style="list-style-type: none"> ➤ Quality First Teaching is supported for all pupils with new initiatives being introduced by staff and cascaded throughout the school resulting in an increase in all year groups of the numbers of pupils who achieve the age related expectations by the end of the year / experience accelerated progress ➤ Differentiation strategies matched to pupils' learning styles in all lessons ➤ Support strategies matched to pupils' specific requirements in all lessons ➤ Pupils demonstrate a growth mindset and increased resilience ➤ Parental engagement increased through the use of structured conversations - 100% attendance at parent meetings 	<ul style="list-style-type: none"> ➤ AfA coach to conduct whole school training activities for teachers on agreed target areas building on work from previous academic years – specific focus on further developing self-esteem, growth mindset and resilience ➤ CPD / Courses for Mastery / Outstanding Teachers – staff identified and complete the courses ➤ Further training to be provided to increase confidence in supporting phonics interventions ➤ Training for new staff for RWI 	<ul style="list-style-type: none"> ➤ Whole school training was conducted by the AfA coach – further training has been moved on to the next academic year. ➤ 102 external courses /network meetings have been attended by staff with a further 55 courses undertaken by staff online during the school closure period ➤ New staff have attended RWI training and the Phonics leader has led regular in-house training for teachers and teaching assistants involved in working with phonics groups / leading phonics interventions ➤ Attendance at parent meetings increased on previous years, however, the final round of My Child Meetings did not take place due to school closures
Costs: Staff - £1750 AfA Training - £2500 Resources - £500			
Lead: HT / DHT / SENCO / AfA Coach			
Total budgeted cost: £50,470			
43% of the total budget			

Area 2 - Curriculum Access

<i>Area of expenditure</i>	<i>Intended Impact</i>	<i>Actions</i>	<i>Impact and Comments</i>
<p>Educational experiences including support for access to extra-curricular activities</p> <p>Costs: Subsidies for residential – £1000 Subsidies for day trips - £650 Subsidies for clubs - £250 Subsidies for other activities - £550</p> <p>Lead: HT / DHT</p>	<ul style="list-style-type: none"> ➤ Improved engagement with learning through inclusion in key activities – 100% pupil premium pupils participate in school trips and residential experiences ➤ Increased number of pupil premium pupils participating in clubs – at least 60% of pupil premium pupils participate in clubs for which they are eligible (some clubs are age limited) ➤ All pupil premium pupils offered an external course opportunity participate 	<ul style="list-style-type: none"> ➤ Residential and day trips subsidised for those pupils in need of support to enable access ➤ Extra-curricular activities subsidised for those pupil in need of support to enable access ➤ Record kept of participation in extra-curricular activities – all clubs 	<ul style="list-style-type: none"> ➤ Where residential and day trips took place they were subsidised for those pupils who needed support to enable 100% of pupil's to access ➤ Participation registers were kept for all clubs –this year 60% of pupil premium participated in a club for which they were eligible ➤ This strategy will continue next year
<p>TA support for identified pupils</p> <p>Costs: Staff £23,338 Resources £300</p> <p>Lead: DHT / SENCO</p>	<ul style="list-style-type: none"> ➤ All targeted pupils are able to access the curriculum with support ➤ At least 80% of targeted pupils make accelerated progress in all curriculum areas 	<ul style="list-style-type: none"> ➤ Timetable adaptations for specific pupils ➤ Monitor progress, attainment and achievement ➤ Specific resources purchased to where appropriate to enable pupils to fully participate 	<ul style="list-style-type: none"> ➤ TA support was provided for all pupils who were in need of support ➤ Additional resources were purchased to support children and enable them to fully participate ➤ This strategy will continue next year
<p>Encouraging engagement through Forest Schools / Sport / Creative and Expressive Arts</p> <p>Costs: Staff £6,912 Resources £1,500</p> <p>Lead: DHT / PE Lead / SENCO / Forest Schools lead</p>	<ul style="list-style-type: none"> ➤ Target pupils increasingly more engaged with school and learning opportunities ➤ Pupils show, where relevant, greater levels of attendance and/or improved behaviour ➤ Pupils show greater rates of progress and higher levels of achievement and attainment making at least expected progress for the year 	<ul style="list-style-type: none"> ➤ Resources purchased and areas further developed allowing a wide range of Forest Schools style activities to take place ➤ Physical interventions embedded and extended; linked to the Sport Premium and 30/30 initiative ➤ Participation tracked ➤ Monitor progress, attainment and achievement of target pupils 	<ul style="list-style-type: none"> ➤ 10% of the Young Voices choir were pupils eligible for Pupil Premium funding ➤ Physical interventions were increased in capacity to enable a greater number of pupils to benefit; additional resources were purchased in order to meet specific need
<p>Total budgeted cost: £34,500 29.4% of the total budget</p>			

Area 3 - Health and Wellbeing

Area of expenditure	Intended Impact	Actions	Impact and Comments
Provision of a Breakfast Merlin Club Costs: Staff £2,640 Resources £350 Lead: DHT / SENCO	<ul style="list-style-type: none"> ➤ Attendance improvements for target pupils ➤ Pupils start school calmly ➤ Pupils access a range of supported activities ➤ Engagement in learning greater – resulting in an acceleration of their progress 	<ul style="list-style-type: none"> ➤ Target pupils to be invited to the small Breakfast Merlin club daily (approx 10 pupils) ➤ Staff to provide appropriate healthy breakfast ➤ Staff to provide appropriate activities to support the pupils in having a calm start to the day ➤ Attendance to be monitored to identify impact ➤ Attainment and progress to be monitored to identify impact on learning 	<ul style="list-style-type: none"> ➤ Merlin Breakfast Club was not required this year – funding was redirected to other areas
Provision of a Merlin Club Costs: Staff £11,038 Resources £1,750 Lead: DHT / SENCO / Nurture Lead	<ul style="list-style-type: none"> ➤ Pupils access a range of supported activities they may otherwise not experience ➤ Pupils attending Merlin demonstrate more settled / confident behaviour within the school environment ➤ Pupils attending Merlin demonstrate more social skills and deal with other pupils more appropriately ➤ Attendance improvements for target pupils ➤ Progress and attainment rates increase for target pupils with at least 80% of the pupils making good progress 	<ul style="list-style-type: none"> ➤ Targeted pupils to be invited to attend two afternoon sessions of Merlin each week ➤ Staff to provide appropriate activities to enable them to develop self-confidence; social skills; life skills ➤ Attendance to be monitored to identify impact ➤ Attainment and progress to be monitored to identify impact 	<ul style="list-style-type: none"> ➤ Merlin was expanded to allow a greater number of pupils to benefit – all pupils attending Merlin sessions demonstrated increased confidence – 50% of those with an opportunity to attend Merlin were eligible for pupil premium funding ➤ For those pupil premium eligible pupils attending Merlin – attendance improved for 50% of them by an average of 3.51%
ELSA provision for focus pupils Costs: Staff £3,112 Training £1,000 Resources £350 Lead: DHT / SENCO	<ul style="list-style-type: none"> ➤ Improved progress, attainment and achievement for participating pupils ➤ Pupils in receipt of ELSA support demonstrate more settled / confident behaviour within the school environment 	<ul style="list-style-type: none"> ➤ Funding for supervision support for the additional trained adults leading ELSA support within school ➤ Timetable ELSA sessions for focus pupils / meetings for key staff with parents of focus pupils involved in ELSA ➤ Monitor progress, attainment and achievement of participating pupils 	<ul style="list-style-type: none"> ➤ Funding for ELSA training and supervision support was provided – update training was undertaken by ELSA staff when training was made available ➤ ELSA sessions were undertaken for focus pupils when needed ➤ ELSA provision was slightly reduced this year due to unforeseeable circumstances

Pastoral support	<ul style="list-style-type: none"> ➤ Pupils in receipt of direct, focused 1:1 pastoral support settle more quickly into class in the mornings and have fewer incidents at break times / lunch times ➤ Parents are more engaged with school – working in partnership 	<ul style="list-style-type: none"> ➤ 1:1 “Meet and Greet” established for focus pupils ➤ Break and lunch time strategies / timetables introduced and staffed ➤ Small supported play groups established in order to aid development of social skills ➤ Pastoral team to offer support to parents in accessing financial support; welfare advice etc... including liaison with the church for the provision of help in the home / food packages 	<ul style="list-style-type: none"> ➤ Where 1:1 “Meet and Greet” was appropriate it was implemented ➤ Small supported play groups were developed and pupils involved made calm, positive starts to the next session back in the classroom ➤ The Pastoral Team offered significant support to all parents – including during the school closure time
Costs: Staff £11,920 Resources £250			
Lead: DHT / SENCO / Pastoral Officer / Family Liaison Officer			
Total budgeted cost: £32,410 27.6% of the total budget			
Total budgeted expenditure: £117,380			

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 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 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