

# Pupil premium strategy statement – Marlborough St Mary’s CE Primary School



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
School name	Marlborough St Mary’s CE Primary School
Number of pupils in school	392
Proportion (%) of pupil premium eligible pupils	117 = 29.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs A Schwodler
Pupil premium lead	Mr B Ferris
Governor lead	Mrs M Cook

## Funding overview

Detail	Amount
Pupil premium funding allocation this year	£ 141,219.99
Recovery premium funding allocation this academic year	£ 14,859
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 156,078.99</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our Curriculum Statement of Intent is as follows:

*Marlborough St Mary's' engaging, active curriculum is inclusive and experiential. We enrich children's learning through practical, cross-curricular activities, which build curiosity and resilience.*

*In a caring, inclusive environment, based on Christian values, we foster creativity, imagination and a love of learning that will build self-sufficiency and develop children's independence to become life-long learners.*

*Our curriculum is challenging, sequential and aspirational for all, building knowledge and skills while linking to real life experiences, preparing our pupils to take their place as global citizens.*

In applying this to our disadvantaged learner strategy this means that it is our intention that all pupils, irrespective of their background or the individual challenges they face, make good progress and achieve high attainment throughout the full curriculum. The focus of our disadvantaged learners' strategy is to provide the targeted support for all disadvantaged learners so that they can achieve their full potential.

As a school we consider the range of potential challenges faced by all vulnerable pupils, including those who have a social worker or are a young carer. The activities we outline in this statement are intended to support the needs of all these pupils, regardless of whether they are disadvantaged or not.

Quality First Teaching is at the heart of our approach with a focus on developing those areas in which our disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at will also benefit all the pupils in our school. Implicit in the intended outcomes detailed in this strategy, is the intention that non-disadvantaged pupils' attainment will be sustained and improved as well as the increased progress for their disadvantaged peers.

Our strategy is also aligned to our wider school plan for education recovery following the pandemic. This includes use of staff within the school running additional, bespoke tutoring-style interventions for pupils whose education has been most adversely affected since March 2020, including both disadvantaged and non-disadvantaged pupils.

The approach at Marlborough St Mary's will be responsive to common challenges and individual needs. Support needs will be identified through a range of formal and informal assessment tools. The activities we implement complement each other in order to allow pupils to excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged appropriately in the work that they are provided
- Act promptly to intervene early at the point where need is identified
- Implement a whole school approach in which all staff take active responsibility for disadvantaged pupils' outcomes and have high expectations of what each pupil can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments, observations and discussions with pupils indicate that some of our disadvantaged pupils have difficulties with the development of their oral language and vocabulary skills which impact on their reading and writing skills.
2	Read, Write Inc and other phonics and writing assessments indicate that some of our disadvantaged pupils have greater difficulty with the understanding and application of phonics and reading skills.
3	Internal and, where available, external assessments indicate that maths attainment for some of our disadvantaged pupils is below that of their non-disadvantaged peers.
4	There are a significant number of disadvantaged learners who are also on the school SEN register for cognition and learning.
5	There are a significant number of disadvantaged learners who also have specific social and emotional needs which impact on their learning.
6	Some of our disadvantaged learners have irregular attendance at school which disrupts the flow of their learning and the support in place.

## 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
Raise standards for disadvantaged learners to at least the same attainment levels as their non-disadvantaged peers	95% or above of mainstream disadvantaged learners achieve the standard required to pass the Phonics Screening Check in Y1 95% or above of mainstream disadvantaged learners achieve the expected standard or above by the end of KS1 – all areas 95% or above of mainstream disadvantaged learners achieve the expected standard or above by the end of KS2 – all areas 95% or above of Resource Base disadvantaged learners achieve their personalised targets at each Key Stage
Ensure disadvantaged learners make at least expected progress from their starting points in all core curriculum areas	100% of disadvantaged learners make at least expected progress from their starting points in all core curriculum subjects in each year group
Improve attendance and punctuality	Disadvantaged learners' attendance is in-line with their non-disadvantaged peers and above the National Average

Promote participation in arts, sports and outdoor activities	Mainstream disadvantaged learners' involvement in extra-curricular activities is in-line with their non-disadvantaged peers
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## Activity in this academic year – 2021-2022

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)

Intentions:

- To ensure that all pupils have access to a high standard of Quality First teaching every day
- 95% or above of Mainstream disadvantaged learners make at least good progress in reading, writing and maths and reach the expected standard in Phonics in Y1 and at the end of KS1 and KS2
- 95% or above CNRB disadvantaged learners make at least good progress towards their personalised targets at the end of KS1 and KS2
- 100% of disadvantaged learners make at least expected progress from their starting points in all core curriculum subjects in each year group

**Budgeted cost: £ 15,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First Teaching CPD for staff</i>	Quality First Teaching for all pupils ensures that there is the best possible teaching at the point of delivery. Training for staff and the provision of high quality resources enables QFT to be consistent across all classes.	1,2,3,4,5
<i>Curriculum CPD for staff – including internal CPD led by outstanding teachers within the school; attendance at external courses led by County advisors</i>		1,2,3,4,5
<i>Involvement in Maths Hub Working group – NECTM Mastering Number project – across YR, Y1 and Y2</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word-reading, particularly for disadvantaged learners  Quality First Teaching including feedback (EEF+8) Reading comprehension strategies (EEF+6) NCETM Mastering Number Project Mastery Learning strategies (EEF+5) Phonics (EEF+5)	3,4
<i>Subscription to Mathletics for Y5/Y6 pupils</i>		1,2,4
<i>TTRS / Numbots for all pupils</i>		
<i>Subscription to Read, Write Inc Virtual Classroom</i>		

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

Intentions: (linked to Teaching intentions)

- All disadvantaged learners receive directed, targeted interventions when necessary
- All disadvantaged learners receive support in order for them to make at least good progress in phonics and reach the expected standard

**Budgeted cost: £52,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Phonics interventions targeted at learners who require further phonics support. This will be delivered using the RWI intervention programme</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word-reading, particularly for disadvantaged learners. Targeted phonics interventions have shown to be effective when delivered as regular sessions over a period of time  Phonics (EEF+5) One-to-One tuition (EEF+5)	2,4
<i>Interventions for Maths / Reading / Writing targeted at learners who require further support. These will be targeted on specific objectives which are barriers to progress and will be led by school-identified staff as part of the National Tutoring Programme</i>	Interventions targeted at specific needs and knowledge gaps are an effective method to support learners who are lower attaining or have gaps in their learning as a result of the National Lockdowns, both one-to-one and in small groups  One-to-one tuition (EEF+5) Small group tuition (EEF+4)	1,3,4

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

Intentions:

- All pupils have access to educational experiences to enhance their learning
- The attendance of disadvantaged learners improves individually and as a cohort
- All pupils' emotional needs are supported

**Budgeted cost: £ 87,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Promote and monitor participation in extra-curricular clubs including sport, music and art</i>	<p>Experience has demonstrated that pupils who participate in the extra-curricular activities develop in both self-esteem and a sense of belonging which helps them approach more challenging aspects of their learning with positivity</p> <p>Arts Participation (EEF+3) Sport Participation (EEF+1)</p>	5
<i>Ensure all disadvantaged learners are able to participate in school trips / residential as appropriate</i>	<p>As a school, we see participation in school trips and residential as a vital part of our pupils' development and these activities are an integral part of our inclusive curriculum</p>	5,6
<i>Pastoral team work to monitor attendance, instigate early intervention for attendance issues and support parents with addressing specific issues surrounding attendance</i>	<p>Our pupils learn best when they are in school punctually and regularly. This enables them to experience all the Quality First Teaching inputs, direct support and collaborative learning opportunities. Strategies to support parents with addressing specific issues surrounding attendance have been highly successful in improving both attendance and attainment of pupils.</p> <p>Parental engagement (EEF+4)</p>	6
<i>Nurture provision and support available for disadvantaged learners where needed eg: ELSA, Merlin, Wiltshire Wildlife, Meet and Greet, supported play etc...</i>	<p>In order to fully engage with learning, pupils' social and emotional needs must be met. At times, these needs can hinder the progress of pupils. Experience has demonstrated that engagement in targeted nurture provision has a significantly positive impact on self-esteem and learning outcomes.</p> <p>Social and Emotional Learning (EEF+4)</p>	5,6
<i>Contingency Fund for acute issues</i>	<p>Based on our experiences and those of similar schools, we have identified a need to set aside some funding in order to enable us to respond quickly to needs which arise but have not yet been identified</p>	All

**Total budgeted cost: £ 156,000**

## 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.

The desired outcomes for 2020-2021 were set following the first national lockdown. Subsequently, there was a second national lockdown from January – March 2021 which has impacted on the outcomes. Internal assessment looked at both the expected progress for the amount of time physically spent in school and the amount of progress which would be expected in a normal, pre-Covid academic year.

#### **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.

*Assessed against the amount of progress expected in a normal, pre-Covid year, the percentage of pupils who made at least expected progress from their pre-first lockdown starting points are as follows: Reading 76.1%; Writing 65.5% and Maths 74.2%.*

*Assessed against the amount of progress expected for the amount of time (2/3<sup>rd</sup> of the year) physically possible for all pupils to be in school, the percentage of pupils who made at least expected progress from their pre-first lockdown starting points are as follows:*

*Reading 96.5%, Writing 93.5% and Maths 95.5%*

*The differential between these two assessment measures will inform the areas and pupils who will be targeted for support in the 2021-2022 academic year.*

- All Pupil Premium eligible pupils to have had the opportunity to engage in extra-curricular activities – including after school clubs and residential trips (as appropriate for their age).

*A limited range of after school clubs were available during the academic year. No disadvantaged learners were prevented from attending a club or residential trip. This will continue to be an area of support in the 2021-2022 academic year.*

- 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.

*No statutory assessments have taken place for the last two years. Comparison between the years is difficult due to the differing amounts of remote learning undertaken by the cohorts. However, the percentage of pupil premium eligible pupils achieving the expected standard at the end of Y2 and Y6 has not increased on the previous recorded year. This target remains a high priority going forwards.*

- All Pupil Premium pupils have an attendance record of above 95% for the year.

*There are still a significant number of disadvantaged learners who have an attendance record below 95% for the year. However, the number of disadvantaged learners with attendance records below 90% has dropped from 31 to 19. Strategies employed to improve attendance will be continued and enhanced in future years.*

## Externally provided programmes

*Below are the names of non-DfE programmes purchased in 2020-2021.*

<b>Programme</b>	<b>Provider</b>
Online interactive programme enabling targeting of maths support	Mathletics
Read, Write Inc Virtual Classroom enabling remote access and support for phonics teaching	Read, Write Inc

## Service pupil premium funding (optional)

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	A small number of our pupils receive Service Premium funding. This funding was used to support them in addressing any learning / emotional needs through the use of ELSA / Merlin / Wiltshire Wildlife or One-to-One interventions. It was also used to provide additional Learning Enhancement Opportunities through the GTMA Wiltshire Programme of Events.
What was the impact of that spending on service pupil premium eligible pupils?	Assessments demonstrated that the Service Premium funded pupils made at least good progress in all areas of the curriculum.