

Pupil premium strategy statement – Marlborough St. Mary's

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--------------------|
| Number of pupils in school | 390 |
| Proportion (%) of pupil premium eligible pupils | 30.97% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2020 - 2023 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Mr Dan Crossman |
| Pupil premium lead | Mr Russell Goodman |
| Governor / Trustee lead | Mrs Mandy Cook |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £141,219.99 |
| Recovery premium funding allocation this academic year | £14,859 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £156,078.99 |

Part A: Pupil premium strategy plan

Statement of intent

Marlborough St Mary's' engaging, active curriculum is inclusive and experiential. Being aware of the need to deepen our disadvantaged learners' experiences, We enrich children's learning through practical, cross-curricular activities, which build curiosity and resilience.

We know that our disadvantaged learners need a caring, inclusive environment, and we base this 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.

It is important that our curriculum is challenging, sequential and aspirational, building knowledge and skills while linking to real life experiences, preparing our disadvantaged pupils to take their place as global citizens.

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.

We know that the starting point for helping our disadvantaged learners make the best possible progress is to first diagnose their needs. With this in mind, we have bought into three services that will identify the needs of our disadvantaged learners through a rigorous approach to internal data.

PIRA and PUMA testing and the accompanying data analysis will allow teachers, subject leaders and the senior leadership to identify any knowledge gaps and quickly adapt the **quality first teaching** and interventions being delivered to address these gaps. INSIGHT will gather all of our data in a single location and give all staff the ability to identify the differences in performance between our disadvantaged and non-disadvantaged children and take steps to close this gap.

It is vital that all staff are aware of the groups needs of all children. This is why we have linked this knowledge to the performance management of all teaching staff including Teaching Assistants. All staff have the list of all disadvantaged learners in class and are expected to know who these children are as well as if they have any special educational needs. This will allow teaching staff to target their teaching and interventions to each child's individual needs.

All planning will also list the children with a pupil premium flag so that teachers and teaching assistants can target them with support in class.

We are also aware of the gap that disadvantaged children have with their non-disadvantaged peers in vocabulary therefore, we are making this the focus with our subject leaders. All leaders are now putting vocabulary development at the core of their subject intent.

We believe that it is our duty to develop the whole child. Our disadvantaged children get significantly less cultural experience than their peers. Because of this, we have appointed a Cultural Enrichment lead to ensure that our disadvantaged children can access a wide variety of experiences.

There is a significant crossover between our Disadvantaged Pupils and our Young carers. We have appointed a Young Carers lead whose starting point is to identify children who are young carers and may not be aware of this and to support them.

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. Our pastoral team has a deep knowledge of the children and families and work closely with the families to provide the support that they need.

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 it 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.

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 |

Data sources - Insight Report Sheet (Internal data) Available on request.

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 |
|---|---|
| <i>Add or delete rows as needed</i> | |
| Raise standards for disadvantaged learners to at least the same attainment levels as their non-disadvantaged peers | Reduce the gap in all areas of learning between disadvantaged and non-disadvantaged learners. |
| 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 and for 50% to make better than expected progress. |

| | |
|--|--|
| 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. We are currently tracking the participation of disadvantaged learners in outside sports events to ensure maximum participation. |

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: £ 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> <i>Subscription to Mathletics for Y5/Y6 pupils</i> <i>TTRS / Numbots for all pupils</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) | 3,4 |
| <i>Subscription to Read, Write Inc Virtual Classroom</i> | NCETM Mastering Number Project Mastery Learning strategies (EEF+5) Phonics (EEF+5) | 1,2,4 |

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 Lock-downs, 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)

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 e.g.: 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.</p> <p>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 the previous academic year

Outcomes for disadvantaged pupils

- Raise standards for disadvantaged learners to at least the same attainment levels as their non-disadvantaged peers

Results as follows:

RWM Results – KS2

GAP TO:

National: Non-Disadvantaged -29.5%

National: Disadvantaged -7.2%

School: Non-Disadvantaged -15.4%



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).

All disadvantaged children were subsidised to ensure that they were able to attend both the Braeside and Pencelli residentials.

Ensure disadvantaged learners make at least expected progress from their starting points in all core curriculum areas

Reading Progress

Your school's Disadvantaged cohort of 14 pupils have a **Reading Progress Score** of **-2.1**.

This is **2.5** lower than the **national Non-Disadvantaged** cohort at **+0.4**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 1.8** from **-4.3** in 2018/19, to **-2.5** in 2021/22.

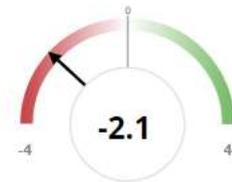
Your Disadvantaged cohort's **Reading Progress Score** has **increased by 1.9** from **-4.0** in 2018/19, to **-2.1** in 2021/22.

The Disadvantaged pupil(s) in your school are in **percentile 70** for **Reading Progress Score** when compared to other schools.

GAP TO:

| | |
|-----------------------------|------|
| National: Non-Disadvantaged | -2.5 |
| National: Disadvantaged | -1.3 |
| School: Non-Disadvantaged | -1.9 |

SCHOOL: VALUE



Writing Progress

Your school's Disadvantaged cohort of 14 pupils have a **Writing Progress Score** of **-1.8**.

This is **2.2** lower than the **national Non-Disadvantaged** cohort at **+0.4**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 1.3** from **-3.5** in 2018/19, to **-2.2** in 2021/22.

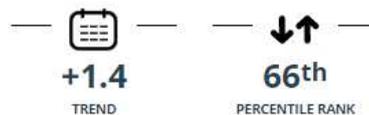
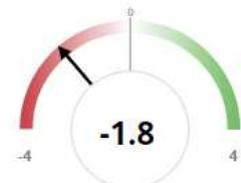
Your Disadvantaged cohort's **Writing Progress Score** has **increased by 1.4** from **-3.2** in 2018/19, to **-1.8** in 2021/22.

The Disadvantaged pupil(s) in your school are in **percentile 66** for **Writing Progress Score** when compared to other schools.

GAP TO:

| | |
|-----------------------------|------|
| National: Non-Disadvantaged | -2.2 |
| National: Disadvantaged | -1.1 |
| School: Non-Disadvantaged | -1.7 |

SCHOOL: VALUE



Maths Progress

Your school's Disadvantaged cohort of 14 pupils have a **Maths Progress Score** of **-5.4**.

This is **5.9** lower than the **national Non-Disadvantaged** cohort at **+0.5**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 2.4** from **-3.5** in 2018/19, to **-5.9** in 2021/22.

Your Disadvantaged cohort's **Maths Progress Score** has **decreased by 2.3** from **-3.1** in 2018/19, to **-5.4** in 2021/22.

The Disadvantaged pupil(s) in your school are in **percentile 90** for **Maths Progress Score** when compared to other schools.

GAP TO:

National: Non-Disadvantaged

-5.9

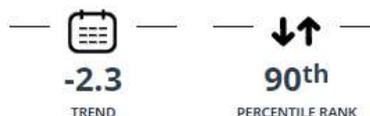
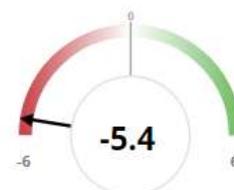
National: Disadvantaged

-4.3

School: Non-Disadvantaged

-4.4

SCHOOL: VALUE



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.

The results are as follows which is drawn from Perspective and Insight.

RWM – EXPECTED

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 12.7%** from **-42.2%** in 2018/19, to **-29.5%** in 2021/22.

Your Disadvantaged cohort's **Reading, Writing & Maths Expected Standard** has **increased by 7.1%** from **28.6%** in 2018/19, to **35.7%** in 2021/22.

Reading Expected Standard

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 17.5%** from **-40.0%** in 2018/19, to **-22.5%** in 2021/22.

Your Disadvantaged cohort's **Reading Expected Standard** has **increased by 19.0%** from **38.1%** in 2018/19, to **57.1%** in 2021/22.

Writing Expected Standard

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 4.0%** from **-21.2%** in 2018/19, to **-25.2%** in 2021/22.

Your Disadvantaged cohort's **Writing Expected Standard** has **decreased by 11.9%** from 61.9% in 2018/19, to 50.0% in 2021/22.

Maths Expected Standard

Your **school's gap to Non-Disadvantaged pupils nationally** has **decreased by 1.1%** from -40.8% in 2018/19, to -41.9% in 2021/22.

Your Disadvantaged cohort's **Maths Expected Standard** has **decreased by 7.2%** from 42.9% in 2018/19, to 35.7% in 2021/22.

-

Improve attendance and punctuality

Our Disadvantaged cohort's Overall Absence has increased by 3.8% from 5.3% in 2020/21, to 9.1% in 2021/22.

Promote participation in arts, sports and outdoor activities

- 84% of PP pupils took part in at least one sports club.
- All children participated in a Commonwealth Games Week to try a range of new sports.
- All festivals ensured that PP children were tracked to have been included in at least one festival trip.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|---|-----------------|
| 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)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent 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.

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.

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.

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.