

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
School name	Marlborough Primary Academy
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachel Summers
Pupil premium lead	Andy Dore/Rachel Summers
Governor / Trustee lead	David Skinner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83582.67
Recovery premium funding allocation this academic year	£8845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4509.68
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	£96937.35

Part A: Pupil premium strategy plan

Statement of intent

Our intention, at Marlborough, is that all pupils, irrespective of their background or the challenges they may 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 further progress for those who are already highly attaining.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those with an EHCP or those with SEND support needs. 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.

Our approach will be responsive to 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 disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' 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	Poor language skills from on entry baseline assessments in EY provision; these limit the pupils' ability to communicate and understand spoken instructions. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Disproportionate numbers of disadvantaged pupils on SEND register, principally identified with poor literacy skills, linked to children's Oracy and ability to speak grammatically correctly.

3	High number of children (particularly those in KS2) requiring emotional welfare support necessitating a range of interventions in order to access the curriculum (including the increased support for parents' mental health/well-being. 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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. Many of the disadvantaged children lack resilience when attempting difficult tasks. This has been further impacted on by the Covid19 pandemic and school lockdown.
4	At Marlborough we have high levels of mobility, particularly into KS2. These pupils are predominantly disadvantaged and the changing of schools at this time often has a negative impact on their academic progress.
5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2 - 3% lower than for non-disadvantaged pupils. (95.6% Non Dis/ 93.3% Dis 2020-21) 92.5% Dis/93.3% Non Dis 2019-20

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among all disadvantaged pupils at the end of all key stages (tracking the progress of Dis/SEN separately)	KS2 reading outcomes in 2021/22 show that more of disadvantaged without SEN met the expected standard.
To achieve and sustain improved wellbeing for all pupils and their families in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2021/22 (and longer term) demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • increase in parents attending school enrichment and support activities
To achieve improved attainment and progress for pupils that join the school in KS2 through induction and support.	Pupils who join the school make at least expected progress from on entry baseline.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2021/23 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than X%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by X%.

	<ul style="list-style-type: none">• The percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than X% lower than their peers.
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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: £38,856.8 (MAST: £1680, S&L: £5160, Staffing: £29861.96; Resources: £2154.84)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting Great Teaching – Through INSET Class Teachers and TAs will use strategies to ensure Quality First Teaching TA – weekly coaching sessions.	Teacher and TAs pedagogy is developed through agreed quality standards leading to improvements in learning in whole class, groups and 1:1 teaching.	1,2,3,4
ELSA trained support staff (2 additional newly trained Autumn 2021). Pupils identified during establishment phase to work 1:1 or in small groups around self-regulation of emotions. Advice and support from the school's Educational Psychologist (MAST & LA) as required.	Pupils' mental wealth is restored. Pupils feel ready to lean and have adopted self-regulation strategies There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3,5
Additional Speech & Language Therapy Intervention – 1 day per week. Diagnostic assessment as a baseline. Intervention for targeted pupils.	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Teaching Assistants/support staff – pupil conferencing/pre teaching. Phonics 1:1 Intervention	Oral language interventions Toolkit Strand Education Endowment Foundation EEF One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4

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

Budgeted cost: £37,888.20 (MAST: £1680; £7073.12 (£8845 received minus £1771.88 as contribution to School Led Tutoring); staffing £24625.40; Agency: £4509.68)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Through the Ilsham English Hub Partner School Support, Read Write Inc training for the Class Teachers and TAs delivering RWInc. Training will be led by the HT and Reading Leader through the online portal – September 2021.	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	1,2,4
Funded Nuffield Early Language Intervention (NELI) for targeted pupils in EYFS/Year 1.	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2
Through the NTP, FFT Lightning Squad 1:3 Tuition for 15 pupils in KS1 Reading Catch Up. Starting in Autumn 2 for 15 hours – 30 minutes sessions daily.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4
Through NTP, FFT Lightning Squad 1:3 Tuition in Reading for pupils in Year 4 and Year 5 identified as working below ARE requiring Catch Up (15 pupils). Starting in Autumn 2 for 15 hours – 30 minutes sessions daily.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4
Through NTP, Teaching Personnel 1:3 Tuition for Y6 Writing for 12 identified pupils. After school sessions Spring 1 & 2 2022 – 15 hours – hourly sessions x 2 weekly.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4
Through NTP, FFT Lightning Squad 1:3 Tuition in Reading for pupils in Year 3 identified as working below ARE requiring Catch Up (15 pupils). Starting in Spring 2022 for 15 hours – 30 minutes sessions daily.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4
Additional NTP allocated to support identified pupils from termly assessments (RWM)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	1,2,3,4

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
TAs trained in RWInc, to deliver interventions for RWInc Phonics and Fresh Start including 1:1 Tutoring to identified small groups and 1:1.	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	1,2,3,4
After school Phonics sessions to be delivered by EYFS and KS1 staff 1 x weekly.	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	1,2,3,4
Class Teachers to support with intervention sessions with targeted pupils identified through class teaching/feedback and pupil conferencing.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4
Support Staff allocated to support targeted pupils with small group and 1:1 support.	Make Personalization Possible https://www.hmhco.com/blog/research-backed-ways-to-close-the-covid-achievement-gap	1,2,3,4
Identified pupils invited to attend a monthly mental health and wellbeing support group being led by MAST Educational Psychologist and Family Support Worker.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3,5

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

Budgeted cost: £20192.35 (MAST £1680; Staffing £18312.35; Resources £200)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified children and families who require support are referred to MAST family worker support (from September 2021). Support sought by SENDCO with the school's Educational Psychologist.	Parents and children are able to make positive steps towards recovery post Lockdown.	3,5
Supporting Parents and Carers Identified parents invited to attend a monthly mental health and	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school	3,5

<p>wellbeing support group being led by MAST Educational Psychologist and Family Support Worker.</p>	<p>and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Using other providers in the local community to support parents and children with their mental health and wellbeing e.g. Routeways mental health children’s group. Sports providers; Street Games – supporting children through sports and other outdoor activities.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3,5</p>
<p>PSA supporting parents</p>	<p>1. Prioritize Social-Emotional Learning and Mental Health 5. Deepen the Family Connection https://www.hmhco.com/blog/research-backed-ways-to-close-the-covid-achievement-gap</p>	<p>3,5</p>

Total budgeted cost: £96,937.35

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Evaluation: As pupils returned from each lockdown during 2020-21, Teachers' used assessments to identify gaps to inform planning. E.g. White Rose Maths – assessments for each unit covered during the lockdown 3 were completed on all pupils return to gauge impact of remote learning and inform planning going forward into the Spring Term 2 2021. Lesson observations by SLT & Teachers' weekly planning provide evidence for teachers addressing misconceptions and teaching according to need. Pupil conferencing has been used to address misconceptions daily. Progress of low prior attainment groups was good. GLD in EYFS increased by over 12% from 52% in 2019 to 64.3% in 2021 (school/trust own data). EYFS progress across all areas in good to outstanding (see EYFS section for figures). Year 1 PSC was at 72% in 2019 and increased to 79.3% for 2021 (Year 2 cohort took PSC in Autumn 2020 – due to impact of pandemic in Summer 2020). The Year 1 cohort 2021 PSC was at 64.3%. This cohort struggled to engage during lockdown 1 & 3. Baseline PSC at the start of Autumn 2020 demonstrated only 2 of the cohort were on track to achieve the standard. Internal tracking data demonstrates that SEND and prior LA group make good progress from starting points – progress of pupils in Nurture Provision. **Year 6 Reading SATS** = 94.5 to 102.9ss (33% to 72.2% at ARE, 28% GD) **Year 6 Maths SATS** = 91.0 to 102.2ss (17% to 67% at ARE, 22% GD) **Year 6 GPS SATS** = 95.4 to 105.1ss (47% to 100% at ARE, 11% GD) **Year 6 Writing TA** = Start of Year Baseline 0% ARE, 28% ARE at End of Autumn 2020 to 50% at ARE, 11% GD. The progress of this Year 6 cohort has been good and the progress score would be positive. Based on Prior attainment the expected % at ARE was as follows: Reading – 56%, Maths – 39%, Writing – 33%. Reading increased by 16%, Maths increased by 28%, Writing increased by 17%. The progress this cohort made in 2020-21 has been outstanding.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider