

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	113
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Jackie Green
Pupil premium lead	Mr Andrew Dore
Governor / Trustee lead	Mr David Skinner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,715
Recovery premium funding allocation this academic year	£8,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£90,560

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 have adopted a three stage approach to meet the needs of Pupil Premium pupils at Marlborough Primary Academy.

- Ensuring a safe, calm, whole-school ethos.
- Building excellent learning practice in each classroom.
- Linking interventions with class teaching to close the attainment gap.

Research completed by the Education Endowment Foundation shows that both targeted and whole school approaches to developing a positive school ethos which also aim to support greater engagement in learning, will have a positive impact on children's progress.

The whole school has five learning values which underpin the curriculum. Research shows that meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) can have a huge impact on a child's progress. Children understanding what learning is, how to be a successful learner and evaluating themselves as learners will ensure that they leave us ready for the world outside of school.

High-quality teaching and classroom practice is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. When applying strategies in the classroom to support children, although the targets of these strategies have been Pupil Premium children, many of these strategies are implemented as a whole school approach, impacting all pupils. As a result, non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Many of these classroom based strategies are at no cost to the pupil premium grant, which adds value to the pupil premium budget, allowing money to be freed up to cover staff who can dedicate time to work specifically with Pupil Premium children.

The school continues to use the National Tutoring Programme to continue to support those pupils who were worst effected during the COVID pandemic, including non-disadvantaged pupils.

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.

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 are set
- act early to intervene at the point where 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	Attitudes to learning – the behaviour of some children can be preventative to them being ready to learn. This means they are not able to access the curriculum and as a result may not meet age related expectations.
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 1.5-2% lower than for non-disadvantaged pupils.

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, PIRA scores, EYFS Speaking strand 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 2022/23, PIRA assessments across the year and end of year teacher assessments will show a closing of the gap between disadvantaged, disadvantaged with SEND and non-disadvantaged.
Improved learning attitudes will enable all pupils to make better progress in lessons and across units of work.	Low level behavioural disruption within lessons will reduce. Children's behaviour at lunch and playtimes will be consistently good.
To achieve improved attainment and progress for pupils that join the school in KS2 through induction, identification of needs 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 improvement towards high attendance from 2021/22.

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: £450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch-up numeracy training	Poor academic outcomes for some children in Maths – best practice from EEF document	1,2,3,4

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

Budgeted cost: £49855.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mathletics	EEF documents support learning which can be linked and consolidated from home	3
Reading Unlocked	EEF document – small group and 1:1 interventions for reading which support overlearning	1,2,3
Flash Academy	EEF document – small group and 1:1 interventions for oracy which support overlearning	1,2,4
Y6 tutoring	EEF document – small group and 1:1 interventions for writing	1,2,3
1:1 Catch-up maths	EEF document – small group and 1:1 interventions for writing	1,3,4

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

Budgeted cost: £40254.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA 1:1 sessions	EEF report identifies that meeting the emotional needs of children allows them to be better able to access their learning	3,4,5
PSA 1:1 sessions	EEF report identifies that meeting the emotional needs of children allows them to be better able to access their learning	3,4,5,
PLPMAST – education psychologist	EEF report identifies the importance of the early identification of children’s need	1,2,3,4,5

Total budgeted cost: £ 90,560

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 2021 to 2022 academic year.

The school has continued to develop its use of high-quality texts to improve reading across the school. All staff have adopted 'Reading VIPERS' to enable the explicit teaching of key reading skills: vocabulary, inference, prediction, explanation, retrieval and summarising.

Information was used to target interventions from the start of the year. Assessment in the class both through day to day assessment and termly maths and reading summative assessment has been used to help identify children for intervention, particularly those receiving catch up intervention caused by the national lockdown.

The White Rose maths curriculum taught this year has been adjusted to include additional content to help fill gaps in children's learning caused by national lockdown on the programme of study. This has allowed teachers to make changes to lessons, when appropriate, to ensure children have the skills needed to progress with a concept. We have also made changes to the overall maths overview meaning that statistics has been taught through cross-curricular subjects and time to be taught throughout the year: this has allowed a greater focus on number, place value and the four operations.

Our school Parental Support Worker has continued to support the families of our most vulnerable pupils. This has been done through direct parental advice and support, making key links between parents and Local Authority support networks, food drops, secondary school applications, mental health and CAMHS referrals and regular advice. Many of our most vulnerable children are also recipients of pupil premium.

*KS2 Reading 2022 SATS - EXS for all children 57.9% – EXS for disadvantaged 70%
Progress for reading was in line with national (IDSR)*

*KS2 Writing 2022 - EXS for all children 63% - EXS disadvantaged 60%
Progress for writing was in line with national (IDSR)*

*KS2 Maths 2022- EXS for all children 68% - for disadvantaged 60%
Progress for maths was in line with national (IDSR)*

*Data shows that all three core subjects have improved at KS2 from 2021 to 2022.
Reading improved by 6%, writing by 4%, maths by 5%.*

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
Speech and language services	PLP MAST
Social skills	PLP MAST

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The school does not have any pupils who receive this funding.
What was the impact of that spending on service pupil premium eligible pupils?	N/A