

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	Marton Primary Academy and Nursery
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	39%
Date this statement was published	
Date on which it will be reviewed	July 2022
Statement authorised by	Alice Coyle Head of School
Governor	Trish Latimer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,365
Recovery premium funding allocation this academic year	£ 21,178
Total budget for this academic year	£178,543

Part A: Pupil premium strategy plan

Statement of intent

At Marton Primary Academy and Nursery, we strive for all of our children to make good progress and achieve high standards across the curriculum. This is irrespective of their background or the personal challenges they face. We very much acknowledge that a high percentage of our children need intense emotional support to enable them to access their learning, even more so after lockdown and during the pandemic. The focus of our pupil premium strategy is to support our disadvantaged children to achieve their personal learning and behaviour goals.

All of our children are entitled to quality first teaching at all times and this is our priority. We focus on academic and pastoral areas which are disadvantaged children require the most support. This not only narrows the gap for the disadvantaged children but also benefits the non-disadvantaged children at Marton.

We are inclusive in everything we do and therefore ensure that the pupil premium funding enables are disadvantaged children to fully access all opportunities on offer in school, through the curriculum and our passport for learning.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. To ensure that our approach is effective, we will:

- Sustain a whole school approach in which all staff take responsibility for the disadvantaged children's outcomes and continue to raise expectations of what they can achieve.
- Act early to intervene with additional support.
- Ensure all of our disadvantaged children are challenged in the work they are set.

Challenge number	Detail of challenge
1	Assessments, observations and discussions with children and staff indicate under-developed oral language skills and vocabulary gaps among many of our disadvantaged children. These are particularly evident in Nursery, Reception, Year One and Year Two however some children in Key Stage Two have a narrower vocabulary than expected due to the pandemic.
2	Assessments, observations and discussion with children and staff suggest our disadvantaged children generally have greater difficulties with phonics than their peers. This in turn could negatively impact on their reading development.

3	Our Reception baseline assessments show that on the whole our disadvantaged children are working below their peers in Maths.
4	Our observations indicate that the education and well-being of many of our disadvantaged children have been impacted during partial school closures to a greater extent than other children.
5	Some of our disadvantaged children require support to improve their attendance.

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
To further improve oral and language skills among our disadvantaged children.	Assessments and observations indicate significantly improved oral language among our disadvantaged pupils.
To widen the use and understanding of more complex vocabulary of our disadvantaged children.	Monitoring shows a widening of vocabulary in spoken language and written language. Children have a better understanding of more complex words in their reading and score better on the vocabulary questions in their assessments.
To sustain improved reading progress among our disadvantaged children.	Assessments show that more disadvantaged children meet the expected standard and more disadvantaged children achieve greater depth.
To sustain improved writing progress among our disadvantaged children.	KS2 outcomes show an increased percentage of disadvantaged children meet the expected standard and more disadvantaged children achieve greater depth.
To sustain improved Maths attainment among our disadvantaged children.	KS2 outcomes show an increased percentage of disadvantaged children meet the expected standard and more disadvantaged children achieve greater depth.
To further improve the learning opportunities for children who are unable to cope with differentiated activities in class.	This group of children receive bespoke Maths and English

To sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Overall absence continues to reduce for all children and there is no attendance gap between disadvantaged and non-disadvantaged.

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each child to help ensure they receive the correct additional support through interventions or teaching instruction. EEF	1 2 3
Purchase of a DfE validated Synthetic Phonics programme.	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. EEF	2
All staff trained in how best to support children with their speech and language during quality first teaching. Interventions will be in place for children who are functioning below age related expectations with their speech and language.	There is a strong evidence base that suggested oral language interventions, including dialogic activities such as high-quality classroom discussion are inexpensive to implement with high impact on reading. EEF	1
Further enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence, drawing on evidence-based approaches. EEF	3

<p>White Rose Maths to be used through out school.</p> <p>Reception, Y1 and Y2 staff to be trained in Maths Mastery to aid fluency.</p> <p>All classes to have additional Maths sessions in the afternoons.</p>		
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Targeted academic support

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children in Reception in Speech and Language, Phonics Reading and Writing.	<p>Oral language interventions can have a positive impact on pupils' language skills.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>EEF</p>	1 2
Additional support for children in Year Two with Phonics, Reading, Writing and Maths.	<p>Tuition targeted at specific needs can be an ineffective method to support low attaining pupils or those falling behind, both one to one and in small groups.</p> <p>EEF</p>	1 2 3
Bespoke provision for the children who are unable to cope with differentiated work in class for English and Maths.	As above	1 2 3
Small group teach in Year Six for English and Maths.	As above	1 3

Additional one to one or small group teach after school.		
----------------------------------------------------------	--	--

Wider strategies

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to enable the children to privately emotionally regulate in the morning.	Improvements appear more likely when social and emotional learning approaches are embedded into routine educational practices.	4
Use of the mini-bus to support families who are struggling with attendance or to enable children to attend extra-curricular activities.		5
Support staff to support with the running of extra-curricular activities to enable us to offer a wider range of activities.		4
Contingency fund for acute issues.	We have identified a need to set an amount of funding aside to respond quickly to any needs that have not yet been identified.	Any of the above

Total budgeted cost: £178,000