



# Pupil premium strategy statement

Marton Primary Academy and Nursery

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	311
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	Sept 2022 to July 2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Alice Coyle Head of School
Pupil premium lead	Alice Coyle Head of School
Governor / Trustee lead	Trish Latimer

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,745.00
Recovery premium funding allocation this academic year	£21,861.00
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£201,606.00</b>



## Part A: Pupil premium strategy plan

### Statement of intent

At Marton Primary Academy and Nursery, we strive for all 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 following the pandemic and as a result of current difficult financial circumstances. 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 high quality 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 our 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.



## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with children and staff indicate under-developed oral language skills and vocabulary gaps among some of our disadvantaged children. These are particularly evident in Nursery and Reception, however some children in Key Stage One and key Stage Two have a narrower vocabulary than expected.
2	Assessments, observations and discussion with children and staff suggest our disadvantaged children generally have greater difficulties in reaching Good Level of Development at the end of Reception than their peers.
3	Assessments, observations and discussion with children and staff suggest our disadvantaged children generally have greater difficulties with phonics and spelling than their peers. This in turn could negatively impact on their reading development.
4	Our observations indicate that the education and well-being of many of our disadvantaged children have been impacted following covid and challenging financial circumstances.
5	Some of our disadvantaged children require support to improve their attendance.
6	Some of our disadvantaged children need further support to regulate their emotions to enable them to fulfil their potential.



## 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 language skills among our disadvantaged children.	Assessments and observations will indicate significantly improved oral language among our disadvantaged pupils.
To widen the use and understanding of more complex vocabulary of our disadvantaged children.	Monitoring will show 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.
Targeted intervention programmes in Reception to increase the number of disadvantaged children reaching Good Level of Development.	Percentage of disadvantaged children achieving good level of development to be at least in line with non-disadvantaged children.
Targeted intervention programmes to increase the number of disadvantaged children reaching the required standard in Phonics	Percentage of disadvantaged children achieving required standard in Year One phonics to be at least in line with non-disadvantaged children
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.	Reasonable adjustments are seen as a strength of the school and identified children in Year Four receive bespoke English teaching.
To improve the attendance of identified disadvantaged children.	Disadvantaged children will at least be in line with non-disadvantaged children for attendance.
To ensure disadvantaged children are able to maximise our extra-curricular offer.	Any barriers for attendance at extra-curricular activities are removed.
To further support the children with their emotional regulation.	Learning time is maximised.



## 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: £134,000

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
Additional teacher in Reception to target teach.		2
Additional teacher in school to target teach.		1 2 3
New staff to be trained in delivery of Read,Write inc phonics and identified staff to visit English hub to support delivery of phonics.	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 3
Staff trained in bespoke intervention for children who are below age related in phonics.		
Identified staff to be trained in precision teaching.	Targeted teaching at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.	3
All staff to receive training on how to make the very best reasonable adjustments.	An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.	1 2 3



Additional teacher employed in Year Three preventing the need for mixed age classes.		1 3
Small group teach for children in Year Six for Reading, Writing, spelling, punctuation in grammar.	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: <a href="#">One to one tuition   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2 3
Additional member of support staff in Y4.	Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress	3
Bespoke support from SENCo for children in Year Four.	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: <a href="#">One to one tuition   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3 4

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

Budgeted cost: £ 34,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use Nuffield Early Language Intervention in Reception</i>	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	2
<i>Wellcomm Early Years</i>		
<i>Wellcomm Primary</i>		
<i>Additional adult support to deliver Structured phonics intervention</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted	3



<i>sessions for children not in track.</i>	phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. EEF	
<i>Booster groups in Year Six for Reading, Writing and Maths.</i>	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
<i>Lexia for identified children.</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. EEF	1
<i>IDL English and Maths for identified children.</i>		2
<i>Monster reading for identified children.</i>		3
<i>Precision Teach in place for identified children.</i>		
<i>Pre-teach in place for Maths.</i>	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1

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

Budgeted cost: £ 32,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Peer mentoring for Years Five and Six – they will provide support for identified children.</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school (e.g improved academic performance,	4



<i>Morning Emotional Registration in place for all children.</i>	attitudes ,behaviour and relationships with peers.	
<i>Restorative approach in place through school.</i>		
<i>Rights Respecting School started.</i>	Improvements appear more likely when social and emotional learning approaches are embedded into routine educational practices.	4 5 6
2 Mini – buses staffed and running costs used to support families with attendance.		6
Running of Forest Schools	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school (e.g improved academic performance, attitudes ,behaviour and relationships with peers.	4 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	4 5 6

**Total budgeted cost: £201,000**





## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

We are delighted with how well our disadvantaged Year Six children performed in SATs. Our disadvantaged children out performed our non-disadvantaged children in Reading, Writing, Maths and combined Reading, Writing and Maths. This is the same for pupils achieving Greater Depth, with more disadvantaged children achieving Greater Depth in Reading, Writing, Maths and combined Reading, Writing and Maths. The same is true of Key Stage One where our disadvantaged children performed better than our non-disadvantaged children.

Our observations and assessments demonstrate that pupil behaviour was a strength of school last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

