

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	305
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	Sept 2023 to July 2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
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	£194,970
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£194,970

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 our disadvantaged children require the most support. This not only narrows the gap for the disadvantaged children but at the same time benefits the non-disadvantaged children at Marton.

We are inclusive in everything we do and are a Centre of Excellence for Inclusion. We 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, ensuring the outcomes for children in receipt of pupil premium are at least in line with those of peers in school across the curriculum.
- Act early to intervene with additional support.
- Ensure all of our disadvantaged children are challenged in the work they are set.
- Ensure the attendance of children in receipt of pupil premium is at least in line with those of peers in school.
- Ensure the well-being needs of all children in receipt of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

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
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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 Year Five to target teach	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students EEF	1 2 3
All 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. EEF	1 2 3
Additional teacher employed in Year Three preventing the need for	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment,	1 2 3

mixed age classes.	particularly for socio-economically disadvantaged students EEF	
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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 2 3
Additional member of support staff in Y3.	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 Five.	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	3 4

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

Budgeted cost: £ 28,200

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 sessions for children not in track.</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	3

	regular sessions over a period up to 12 weeks. EEF	
<i>Booster groups in Year Five and 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
.	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	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 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. The impact of the pandemic on disadvantaged pupils has been particularly acute.

Considerable work has been done with regard to Spelling, Punctuation and Grammar. In Year Six, our disadvantaged children out-performed our non-disadvantaged children in greater depth spelling, punctuation and grammar. In all other subject areas the gap is being narrowed between our disadvantaged children and non-disadvantaged children. We are never complacent and aim to eradicate the gap in all subjects.

Reception						
Cohort	GLD (All)	Disadvantaged	Non-disadvantaged			
29	62%	58%	65%			
Year 1 Phonics						
Cohort	Pass (All)	Disadvantaged	Non-disadvantaged			
30	70%	67%	87%			
Year Two						
Cohort	Age Related All	Disadvantaged	Non-Disadvantaged	Greater Depth All	Disadvantaged	Non disadvantaged
40						
Reading	63%	47%	72%	18%	7%	24%
Writing	53%	40%	76%	25%	7%	12%
Maths	65%	53%	72%	18%	13%	32%
Read, Write, Maths	48%	33%	56%	10%	7%	12%

Year Six

Cohort	Age Related All	Disadvantaged	Non-Disadvantaged	Greater Depth All	Disadvantaged	Non disadvantaged
45						
Reading	80%	77%	84%	31%	23%	42%
Writing	73%	65%	84%	0%	0%	0%
Maths	91%	85%	100%	51%	35%	74%
Spelling, punctuation and grammar	80%	73%	89%	44%	46%	42%
Read,Write,Maths	71%	62%	84%	0%	0%	0%

Our observations and assessments demonstrate that pupil behaviour was a strength of school last year, but challenges in relation to wellbeing and mental health for some of our children remain.