

PUPIL PREMIUM, PE AND SPORTS PREMIUM

PUPIL PREMIUM

What is the Pupil Premium?

The Pupil Grant is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children who have registered for a free school meal at any point in the last six years, children who have been in care for more than six months and children whose parents are currently serving in the armed forces.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to make up for the unequal opportunities that children on Free School Meals get compared with children from wealthier families. The school must make sure that funding to tackle disadvantage reaches the pupils who need it most. Whilst schools are free to spend the Pupil Premium as they see fit, we are required to publish online information about how we have used the Pupil Premium.

How do we make sure that the right children are benefiting?

With the high number of children facing challenges of various kinds we fund for five teachers for four classes. This means that the Pupil Premium children can be given more support than would have been possible without the extra funding.

Every pupil is assessed every ten weeks and support is put in place where required. Staff are aware of Pupil Premium children and ensure they receive support and intervention. All staff have high expectations for every child at Marlborough Road Academy – including those receiving Pupil Premium funding. We endeavour to ensure that all pupils reach their full potential and achieve the high targets set for them.

We invest in high-class training for both teachers and teaching assistants so that they make best use of the Pupil Premium grant. The Principal and Vice Principal constantly check on how the grant is being spent and the effect it is having. And they report every term to the governors who also monitor the use of the grant.

Education at Marlborough Road Academy isn't just about the children doing well in tests. We provide a wide range of opportunities for children to broaden their experiences, including educational trips and visits. With around half the children in every class being on Free School Meals, Pupil Premium funds are set aside to make sure no child misses out. This includes a residential visit.

PE AND SPORTS PREMIUM

What is the PE and Sports Premium?

In March 2013 the government announced that it was to provide additional funding of £150 million per annum to improve provision of **physical education (PE) and sport** in primary schools in England – The Primary **PE& Sport Premium**.

Why has it been introduced?

The PE and sport premium is paid directly to primary schools and is ring-fenced to spend on improving the quality of PE and sport provision for all their pupils. All primary schools in England with 17 or more primary-aged pupils receive a lump sum of £8,000 plus a premium of £5 per pupil.

How do we make sure that the right children are benefiting?

At Marlborough Road Academy we share the Department for Education vision for the Primary PE and Sport Premium - *“that ALL pupils leave primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport”*.

We believe that the impact of the PE and Sports Premium can be measured by:

- 1. The number of pupils engaged in regular physical activity – kick-starting healthy active lifestyles** (see tables below)
- 2. The profile of PE and sport across the school as a tool for whole school improvement**

PE is given a very high priority and is well supported by all staff. The Academy runs an extensive school programme of PE and sport and participates in a number of sporting competitions.

3. Confidence, knowledge and skills of all staff in teaching PE and sport

Our PE CoOrdinator organises PE across the whole school, is responsible for all extra curricular provision and is a member of the Salford Schools Sports Association. In Summer 2015, Marlborough Road Academy was responsible for organising the Saturday athletics meet at Broughton Playing fields.

Whole staff training is delivered via, for the example the Engage to Compete programme and sport specific training. Teachers have also been trained to deliver gymnastics and general games lessons.

To facilitate the lunchtime and after school activities, the Academy employs a part time teacher to organise and oversee the activities, a Sports Coach, and a team of Teaching Assistants who are all trained to be involved in delivering the activities programme.

4. A broader experience of a range of sports and activities offered to pupils

Since receiving the additional funding, an extensive programme of PE and Sports has been introduced. The success of the programme and benefits to the Academy and pupils,

in terms of improved behaviour, healthier lifestyles and physical fitness has led to a continuing and extended provision..

5. Increased participation in competitive sport

The extent of sports participation continues to increase with greater emphasis now being placed on inter school sport and more competitive matches. It is particularly pleasing to see an increase in the number of pupils being identified as 'talented' by sport Governing Bodies.

For further information on the Sports Premium Funding please click here

<http://www.education.gov.uk/schools/adminandfinance/financialmanagement/b00222858/primary-school-sport-funding/Primary>

Pupil Premium Strategy Statement Marlborough Road Academy

1. Summary information					
School	Marlborough Road Academy				
Academic Year	2016-17	Total PP budget	£363,000 Reception to Year 6 £9,000 EYFS	Date of most recent PP Review September 2016	
Total number of pupils	486	Number of pupils eligible for PP	275 R-6 30 EYFS	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP Marlborough Road Academy</i>	<i>Pupils not eligible for PP Marlborough Road Academy</i>
% achieving expected standard in reading, writing & maths	17	
Progress score in reading	-4.8	
Progress score in writing	-3.9	
Progress score in maths	-3.7	
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Speaking and Listening skills very low	
B.	Oral comprehension and understanding of vocabulary very low	

C.	Limited knowledge and understanding of the world	
D.	EAL, new arrivals to country with no English across the school, in all year groups	
E.	Working Memory very low	
F.	Social and Emotional difficulties	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Mobility across the school in all year groups (50%)	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Specific teaching of speaking and listening skills allow children to access the curriculum	Progress: Renfrew, ELKLAN, YARC, GL assessment – Verbal outcomes. Increase in outcomes compared to National at KS1 and KS2
B.	Specific teaching of comprehension skills- orally in EYFS and continuing at KS1 and KS2 where necessary and explicit teaching of reading comprehension at KS1 and KS2 when appropriate.	As above. Increased progress in Teacher Assessment and KS1 to KS2
C.	Children new to English acquire functioning English rapidly. Organisation of staffing and setting allow smaller targeted groups of children to ensure that all needs are met.	Progress enabled for all children despite high levels of mobility and regular arrivals of high numbers of children new to English.
D.	Interventions support children in developing their working memory, enabling them to access test materials and work at a faster pace.	Improvement in Turner Risdale test outcomes and more children able to complete the KS2 SAT papers in the time allowed. Recall of Number Facts enables pupils to work at a faster pace in SATs

E.	Children able to access learning as Key People in each year group support children who struggle due to social and emotional difficulties.	Case studies show progress in a range of measures for each child whilst they are supported to learn how to overcome barriers to their learning.
F.	Effects of mobility are limited as much as possible through the organisation of learning groups and staffing.	Children are able to make as much progress as they are able and the school at least reaches National Floor targets for progress.

5. Planned expenditure					
Academic year		2016-2017			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Children able to comprehend age appropriate texts	Whole school approach to developing comprehension skills. Children to be taught how to	Metacognition – learning how to learn and learning how to tackle challenging text despite limited vocabulary.	Clear training followed by monitoring	Literacy Coordinator	Half Termly progress data. Pupil Progress discussions held on termly basis. Lesson

Children able to recall number facts	Whole school approach to learning number facts in 'Top Shot' maths	Progress in phonics teaching has demonstrated that the children can learn factual learning through repetition. This method has been translated into an appropriate approach for number facts and	Clear training followed by monitoring	Maths Coordinator	Half Termly progress data. Pupil Progress discussions held on termly basis. Lesson Observations.
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£3,000	Reading Support
£136,850	5x additional teachers to support learning
£139,850	Total Cost

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Speaking and Listening Skills enable children to access national tests	Specific therapist intervention for identified children. Elklan training for all staff	Educational Psychology and Speech and Language Therapist advice	Progress demonstrated in Elklan	S&L lead	Half Termly progress data. Pupil Progress discussions held on termly basis. Lesson
Interventions support identified individual needs	Testing identifies individual barriers to learning	Educational Psychology input and testing outcomes show individual barriers to learning	Case studies demonstrate progress and progress in individual testing has impact on individual progress in access to the National Curriculum	SENCo	Half Termly progress data. Pupil Progress discussions held on termly basis. Review of

£5,000	Speech and Language Support
£109,650	Teaching Assistant Support
£10,000	1:1 Teaching Assistant Support
£8,000	Individual Tuition
£132,650	Total budgeted cost

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Playtime activities and organisation allow children to have opportunities to develop their social and emotional skills and improve vocabulary through improving their knowledge and understanding of the world through play.	Organised lunchtime activities provided by staff to overcome lack of attendance at afterschool clubs	Sports participation and after school clubs are proven ways of impacting on learning. However, given the level of deprivation experienced in the school exacerbated by poor vocabulary knowledge and social and emotional challenges a range of playtime activities have been provided.	Observation and structural organisation	Lunchtime play organiser	Ongoing

<p>All children to have started the day with breakfast to ensure they are fit to learn.</p>	<p>Work with Magic Breakfast, Tesco and Fair Share to provide food to enable a free service.</p>	<p>Behaviour Records indicate that children who are not eating in the morning are misbehaving more and learning less.</p>	<p>Monitor attendance at breakfast club and the progress made by children who attend. Extend provision to children who arrive late.</p>	<p>School Business Manager.</p>	<p>Annually</p>
<p>Children to develop their knowledge and understanding of the world and be able to apply their developing S&L skills by going on trips and visits, having access to arts and cultural events and taking part in jobs across the school.</p>	<p>Provide a residential weekend for outdoor education for Year 5, participation in the Shakespeare Festival for Year 4 and the Manchester Arts Festival for Year 6. Regular trips and visits for all year groups.</p>	<p>Lack of S&L skills and knowledge and understanding of the world inhibit children's comprehension abilities which act as a barrier to accessing the next stages in their learning.</p>	<p>Monitoring the quality of provision.</p>		<p>Termly</p>

£40,000	Lunchtime activities
£2,000	Breakfast Club
£20,000	Outdoor Learning
£3,500	Rewards
£15,000	Trips and Visits
£10,000	Curriculum Projects and Workshops
£ 90,500	Total budgeted cost

iv. Early Years

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children develop the speech and language skills to enable them to access learning	Advice, training and specialist teaching from Speech and Language Therapist	Poor language skills are hindering progress through the school and are identified in Early Years	Observation, identification and review of data	S&L coordinator	Half Termly progress data. Pupil Progress discussions held on termly basis. Lesson Observations.

£2,500	Outdoor Learning
£5,000	Speech and Language
£1,500	Trips and Visits.
£9,000	Total budgeted cost

PUPIL PREMIUM FOR ACADEMIC YEAR 2015-2016

Pupil Premium Amount received in school: £387,000

Pupil Premium spending:

- 5 x additional teachers to support learning £136,850
- Speech and Language Support £10,000
- Lunchtime activities/resources £40,000
- Breakfast Club £2,000
- Development of outdoor learning £20,000
- Reading support/resources £3,000
- Individualised tuition –
 - Booster, Easter School, Reading Clubs £8,000
- Residential Trip/Visits £16,500
- Curriculum projects/workshops £10,000
- Rewards – resources/end of year trip £3,500
- General Teaching Assistant Support £126,250
- 1:1 Teaching Support £10,000

Sports Premium Strategy Statement Marlborough Road Academy

6. Summary information					
School	Marlborough Road Academy				
Academic Year	2016-17	Total Sports Premium budget		Date of most recent Sports Premium Review	
		£9930		January 2017	
Total number of pupils	486		275 R-6 30 EYFS	Date for next internal review of this strategy	January 2018

7. Barriers to future sporting achievement	
In-school barriers	
F.	Gross motor and coordination needs development
G.	Sequencing and patterning needs development
H.	Limited experience of sports and movement outside school
I.	Working Memory very low
E.	Social and Emotional difficulties
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Support for children accessing external sport clubs. Lack of access to specialist clubs and training for children out of school
8. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
Success criteria	

G.	Staff have the confidence, knowledge and skills to teach sport and address the gross motor, coordination, sequencing and patterning needs the children have through PE lessons.	Lesson obs and learning walks show that children have the opportunity to develop these skills in a progressive way.
H.	Children have the regular opportunity to try a variety of sports and movements in the organised lunchtime activities.	Children access a wider range of sport and movement through lunchtime activities.
I.	Increased participation in competitive sports.	Number of children able to access sports clubs in school. Number of competitions entered.
J.	Increase in the number of children involved in sport as part of a healthy active lifestyle.	Number of children involved in clubs and activities increases.

9. Planned expenditure					
Academic year		2016-2017			
The three headings below enable schools to demonstrate how they are using the Sports Premium					
v. Quality sports for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Children's participation in sport and activity meets their underlying needs.	CPD for staff to enable them to plan quality PE lessons that meet a range of needs	All children to receive an appropriate active education.	LO	Sports co	Annually
Playtime activities and organisation allow children to have opportunities to develop their social and emotional skills and improve physical skills through through play.	Provide a range of PE and sporting equipment to develop children's skills at lunchtime.	An EYFS type approach to learning supports children who have S&E developmental delay.	Monitor through lunchtime activity observation	David Ashton	Annually through observation and Pupil Voice.
Increase the participation in Competitive sport.	Involvement in inter-school sport, competitive matches and tournaments.	Give children the opportunity to practice their skills against unknown groups of children.	Monitor participation.	Sports Co and club volunteers	Annually

Evidence:**2014/15 - PE and Sports spending (PE/Sports Grant £9,765):**

• Sports coach (15.25hrs/wk)	£9,675
• Lunchtime Activity Co-ordinator (5hrs/wk)	£6,785
• Transport to fixtures	£500
• Equipment	<u>£2,500</u>
Total Expenditure	£19,460

2015/16 - PE and Sports spending plan (PE/Sports Grant £9,930)

• Sports coach (15.25hrs/wk)	£9,775
• Lunchtime Activity Co-ordinator (5hrs/wk)	£6,865
• Teaching Assistants – lunchtime provision (4 staff)	£5,020
• Transport to fixtures	£500
• Equipment/trophies/Climbing Wall/Bouncy Castles etc	<u>£2,500</u>
Total Expenditure	£24,660

External Provision provided at no cost:

- Lancashire County Cricket Club Coach – after school x 6weeks
- Football – MUFC coaching at MU training ground/school, including physical literacy for EYFS, Year 1 and Year 2
- Cycling proficiency and mountain biking – Year 6
- Family badminton/rounders and curling – Salford Health Improvement team
- Salford Reds – Year 3 rugby skills coaching

PE and Sport – Participation and Attainment:

Salford Schools Sports Association Football competitions for Year 6 and Year 5, including league and cup matches.

- Year 6 League champions,
- Year 6 5-a-side champions,
- Year 6 6-a-side champions

Participants in Inter Schools football competitions for Years 2 and 4

Annual Infant /Junior Sports Days – July each year

- running, jumping and throwing plus traditional fun events and parents' races

Inter School Athletics meet held at Marlborough Road Academy – June 2015

- For KS1 and KS2 athletics tournament for local Salford schools.

Salford Saturday morning athletics league – Year 5/Year 6

- 24 children competing in 2014/15, finishing 5th overall

Salford Inter Schools cricket, Culminating in staff v pupil cricket match

Rounders Rally – Salford Championships

- Three teams from Years 4, 5 & 6 entered the Schools Rounders competition in June 2015

Participants in Inter school netball competitions

Participants in Irwell schools EIP Benchball tournament - Year 3/4

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Footlights Theatre Company (Autumn term)

- Lunchtime song, dance and drama - all pupils
- 14 children selected as showing talent – worked on a streetdance display for school and elderly persons' home for Christmas party 2014
- 10 children selected for Street Dance performance for parents and children – December 2014.

Lunchtime song and dance – all pupils (Spring term),

- worked on song and dance for school display and performance at elderly persons' home

Lunchtime ballroom dancing (Autumn term 2015)

- Groups of pupils to learn the 'Strictly Dance' – led by Teaching Assistant

Sports Relief/Charity Events

- Pupil Walk to School week Summer 2015.

Winners of One mile organised run at Lower Kersal

- Whole school, including staff and pupils

Provision of bicycle and scooter storage to encourage pupils to cycle to school.

Mobile climbing wall March 2016 to enable pupils to experience outdoor pursuits.

All children from EYFS to Yr 6 experienced the opportunity of a 'bouncy castle' activity – July 2016.

The Academy has purchased a range of scooters and games as part of the lunchtime activities programme.

Talent ID Programmes

Lawn Tennis Association Talent ID programme

- 1 pupil identified for 2013. Now competing at National level.

Manchester City football Academy

- 3 pupils enrolled in the School of Excellence

Extra Curricular Activities

- Cricket after school – weekly during summer term
- Football, weekly – entered in Salford Schools' League and Cup competitions – Yrs 4, 5 & 6
- After school Cross Country – Winter – school grounds
- Netball Club – Winter/Spring – All Year 4/5/6 children
- After school Running Club – Summer term Year 5/6

- Community links - Albert Park Friday evening football
- Worked with The Big Life community group to provide football coaching by FC United and roller blading sessions
- Karate Club started in November 2015, Years 3-6
- Roller skates purchased with grant from Key103, Cash for Kids

Extra Curricular Cross country 5 x Saturday morning meets

- Teams from Year 4, Year 5 and Year 6 competed in 2014/15 and in 2015/16
- Teams from Year 5 and Year 6 competed in the Salford Championships at Cleavelys Running Track – July 2015
- Year 5 and year 6 competed in the Salford Regional Championships, winning both the boys and girls categories

Lunchtime Activities Programme

- Skills training and small games – football, netball, hockey, rounders
- Orienteering – woodland searches; treasure hunts; finding hidden markers
- Den Building – outdoor learning, journeying
- Team Building – Crossing the Swamp; roller ball; catapulting in pairs
- Organised and supervised traditional playground games
- Bouncy hoppers
- Scooters/go karting
- Football
- Netball
- Skittle ball
- Hockey
- Rounders
- Athletics
- Outdoor board games, mats etc

Each sporting activity involves a competition after skills practice has taken place. Medals are awarded to the most successful.

School Swimming

- For 2015-16 increased provision to enable all Year 4 pupils to swim for one hour per week throughout the academic year.

Impact of the PE and sport premium – measured by participation

	Number of Participants		
	2013-14	2014-15	2015-16
Engage to Compete Project	80		
Sports Days	480	480	480
Inter School Athletics	80	80	80
Saturday morning athletics	24	24	24
Cricket Championships	20		
Intra school cricket		20	tbc
Intensive Swimming Lessons	45		
Rounders	36	36	tbc
Inter School netball	12	12	12
Football	36	36	60
Talent ID	1	3	4
Inter school football		36	36
Benchball		24	24
Song and dance		14	20
Street dance		10	20
Ballroom dancing			10
1 mile run	480		480
Walk to school week		150	tbc
Climbing wall	240		240
Bouncy castles	480	480	480
Chill Factore	50		
AFTER SCHOOL PROVISION			
Cricket	20	20	20
Football	24	24	40
Cross Country	24	24	24
Netball			20
Running	30	40	50
Community football	10	10	10
Community roller blading		50	
Karate			
Lunchtime sports	240	240	240