

PUPIL PREMIUM

What is the Pupil Premium?

The Pupil Grant is funding allocated to schools for the specific purpose of boosting the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. 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 looked after under local authority care 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 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 Principals 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.

Pupil Premium Strategy Review Statement 2017-2018

April 2017 – March 2018		Total Pupil Premium budget	£343,200 Reception to Year 6 £4,530 EYFS	Date of Review: October 2018
Total number of pupils March 2018	439	Number of pupils eligible for Pupil Premium	266 total 14 EYFS	

Attainment			
	National average	Pupils eligible for PP	Overall Validated 2018
% achieving expected standard in reading, writing & maths	64%	26%	27%
Progress score in reading	0	-3.5	-2.9
Progress score in writing	0	-3.9	-2.8
Progress score in maths	0	-3.1	-2.1

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 and academic barriers to learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G.	Mobility across the school in all year groups. 2017-18
H.	Attendance across the school

Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Actual outcomes
A.	<p>Specific teaching of speaking and listening skills allow children to access the curriculum</p> <p>Measure: EYFS 100% of PP pupils make at least one band progress through BLANK levels Y1-6 100% of PP pupils still on ELKLAN make at least one band progress through BLANK levels</p> <p>Leuven scale scores average 3+ in all year groups (engagement and involvement)</p>	<p>School retains communication friendly status November 2017 EYFS: June 2018 65% of PP pupils in Nursery and 89% of PP pupils in Reception make expected progress through BLANK levels</p> <p>Years 1-6: 100% of pupils still on ELKLAN make expected progress through BLANK levels.</p> <p>Leuven scale scores for PP pupils on case studies average 4 across the school in July 2018</p>
B.	<p>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. Explicit teaching of comprehension in Maths and technical vocabulary across all areas of the curriculum. Expectations of what PP can and should achieve rise</p> <p><i>(OFSTED Statement Of Action 5.1-5.8) Raise teachers expectations of what pupils can and should achieve</i></p> <p>Measure: TA shows 100% of PP pupils make at least 6 steps progress from their starting points on Essex Target Tracker (9 steps in Nursery)</p> <p>QLA KS 2 SATS shows increase in raw and scaled scores for reading test – average scaled score risen from 95.5 and 10 point gap to national has closed to within 5.</p> <p>% of Y6 PP pupils at ARE for reading is at least 44%(prediction 2018) and closing the gap to all pupils nationally (72%) The 6 point gap to national for PP pupils (progress measure) is reduced to 3.</p> <p>K.S 1: % of Y2 PP pupils at ARE for reading is at least 52%(prediction 2018) and closing the gap to national for all pupils (76%) by at least 12% on 2017</p>	<p>TA in reading shows that 62% of PP pupils compared to 65% of all pupils made at least expected progress in reading.</p> <p>QLA K.S 2 SATS Reading average scaled score for PP pupils risen to 97 from 95.5</p> <p>K.S 2 outcomes for reading 2018 for PP = 41% at expected standard compared to 29% in 2017. Gap to national for all pupils is reduced. The 6 point progress gap from 2017 is reduced to 3.7</p> <p>K.S 1 outcomes for PP pupils rises to 65% in 2018 from 40% in 2017. This closes the gap by 25% to within 10% of all pupils nationally</p>

	<p>EYFS: % of PP pupils attaining GLD is at least 52% (prediction 2018) and at least in line with all pupils at MRA (58% prediction) and closing the gap to all pupils nationally (71%) by at least 10% on 2017</p>	<p>EYFS : 56% of PP pupils attained GLD in 2018 compared to 50% in 2017. This exceeded the % of all pupils attaining GLD (54%). Gap to national closed by 11% on 2017.</p>																
<p>D.</p>	<p>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. (OFSTED Statement Of Action 5.1-5.8) Raise teachers expectations of what pupils can and should achieve</p> <p>Measure: 100% of PP pupils on Read Write Inc make at least 1 bands of progress per term 100% of PP pupils new to English progress through NASSEA steps at rate of at least 1 band per term</p>	<p>97% of PP pupils made expected progress through the RWInc programme over 3 terms. 15/15 = 100% of PP pupils new to English made at least expected progress through the NASSEA steps. 10/15= 4 steps progress, 4/15 made 5 steps progress and 1/15 made 11 steps progress</p>																
<p>E.</p>	<p>Interventions support children in developing their working memory and resilience, enabling them to access test materials and work at a faster pace. (OFSTED Statement of Action: 6.5) Make the most of interventions by moving their impact into the classrooms</p> <p>Measures: K.S 2 QLA shows that PP pupils' scaled scores rise from average of 96.1 and the gap to disadvantaged pupils nationally (105.3) closes by at least 4 points. The gap to all pupils nationally (104.2) closes by at least 4 points. Internal tracking data from tests (Y1-6) shows that in each year group 100% of PP pupils who take part in interventions to develop working memory make at least expected progress over the year (6 steps) and at least 50% are on track to make expected progress between key stages in maths. All PP pupils identified to work with Tutor's Trust make at least expected progress (6 steps) in maths over the year and between key stages from their given starting points.</p>	<p>K.S 2 average scaled score for maths for PP pupils rises to 97 in 2018 from 96.1 in 2017. Gap to PP pupils nationally reduces but by 0.9 points. Internal tracking data from tests (Y1-6) for pupils taking part in working memory intervention show that:</p> <table border="1" data-bbox="1294 938 2107 1077"> <thead> <tr> <th></th> <th>% making at least 6 steps progress over the year</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>75%</td> </tr> <tr> <td>Year 2</td> <td>82%</td> </tr> <tr> <td>Year 6</td> <td>100%</td> </tr> </tbody> </table> <p>Those on track to make expected progress between key stages</p> <table border="1" data-bbox="1294 1114 2107 1252"> <thead> <tr> <th></th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>84%</td> </tr> <tr> <td>Year 2</td> <td>75%</td> </tr> <tr> <td>Year 6</td> <td>37%</td> </tr> </tbody> </table> <p>PP pupils working with Tutor's Trust 19/22 (86%) made at least expected progress and 10/22(45%) made more than expected progress over Y6. Of the 21 pupils with matched data, 7 (33%) made expected progress between key stages.</p>		% making at least 6 steps progress over the year	Year 1	75%	Year 2	82%	Year 6	100%		%	Year 1	84%	Year 2	75%	Year 6	37%
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<p>F.</p>	<p>Children able to access learning as Key People in each year group support children who struggle due to social and emotional difficulties. This in turn supports PP to overcome academic barriers to learning.</p> <p>(OFSTED Statement of Action: 2.4) Match the effective work of the school to remove the barriers to pupils' social and emotional development with a similarly thorough approach to improving pupils' academic achievement.</p> <p>Measures: Gap to national standard for all pupils is closing for all PP pupils at all staging posts EYFS: GLD -32% at GLD compared to all pupils nationally in 2017 to reduce in 2018 Y1 phonics -7% to national at EXPS to reduce in 2018</p> <p>K.S 1 R = -36% to national at ARE 2017 to be reduced in 2018, W = -34% to reduce in 2018, M = -19% to reduce in 2018</p> <p>K.S 2 R = -42% to national at ARE 2017 to be reduced in 2018, W = -16% to reduce in 2018, M = -51% to reduce in 2018</p>	<p>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.</p> <p>Internal tracking shows that PP pupils are making progress that is at least in line with all pupils and the gap to all pupils nationally in terms of attainment and progress is closing.</p> <p>GLD for PP pupils is -17% compared to all pupils nationally in 2018 compared to -32% in 2017. Y1 phonics gap to LA average for PP pupils = -5 in 2018 compared to -4 in 2017. Gap to national for all pupils -6% in 2018 compared to -7 % in 2017.</p> <table border="1" data-bbox="1294 699 2107 1090"> <thead> <tr> <th colspan="2"></th> <th colspan="3">2017</th> <th colspan="3">2018</th> </tr> <tr> <th colspan="2"></th> <th>All National</th> <th>MRA (pp)</th> <th>Diff</th> <th>All National</th> <th>MRA (pp)</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Key stage 1</td> <td>R</td> <td>76%</td> <td>40%</td> <td>-36</td> <td>75%</td> <td>65%</td> <td>-10</td> </tr> <tr> <td>W</td> <td>68%</td> <td>33%</td> <td>-35</td> <td>70%</td> <td>48%</td> <td>-22</td> </tr> <tr> <td>M</td> <td>75%</td> <td>58%</td> <td>-17</td> <td>76%</td> <td>65%</td> <td>-11</td> </tr> <tr> <td rowspan="4">Key stage 2</td> <td>R</td> <td>71%</td> <td>29%</td> <td>-42</td> <td>75%</td> <td>41%</td> <td>-34</td> </tr> <tr> <td>W</td> <td>76%</td> <td>58%</td> <td>-18</td> <td>78%</td> <td>49%</td> <td>-29</td> </tr> <tr> <td>M</td> <td>75%</td> <td>24%</td> <td>-51</td> <td>76%</td> <td>44%</td> <td>-32</td> </tr> <tr> <td>Comb</td> <td>61%</td> <td>13%</td> <td>-48</td> <td>64%</td> <td>26%</td> <td>-38</td> </tr> </tbody> </table>			2017			2018					All National	MRA (pp)	Diff	All National	MRA (pp)	Diff	Key stage 1	R	76%	40%	-36	75%	65%	-10	W	68%	33%	-35	70%	48%	-22	M	75%	58%	-17	76%	65%	-11	Key stage 2	R	71%	29%	-42	75%	41%	-34	W	76%	58%	-18	78%	49%	-29	M	75%	24%	-51	76%	44%	-32	Comb	61%	13%	-48	64%	26%	-38
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<p>G.</p>	<p>Effects of mobility are limited as much as possible through the organisation of learning groups and staffing. 2017-2018 = 66 pupils joining; 57 leaving. 2013-2018 = 606 joining, 548 leaving</p> <p>Measures: Book and planning scrutiny for PP pupils shows that pupils are moved on in their learning as soon as they are ready. This results in 100% of PP pupils making at least expected progress over the year (6 steps YR – Y6 and 9 steps in Nursery)</p>	<p>2018 school is above floor target for progress</p>																																																																			

	<p>Floor targets for progress met 2018</p>	<p>Whole school progress 2017/18 for PP pupils R = 62% (all 65%) W=60% (all 63%) M=70 (all 78%)</p>
<p>H</p>	<p>Initiatives to improve attendance and reduce persistent absenteeism are effective in closing the gap to national levels, as far as is possible given very high levels of mobility.</p> <p>Measures: Average attendance for PP pupils improves from 95.03% in 2016/17 to 96% in 2017/18 and the gap to national for all pupils begins to close Persistent absenteeism for PP pupils reduces from 14.73 % in 2016/17 to below 14% in 2017/18 and the gap to national for all pupils (8.) begins to close Measures take account of no. of pupils CMEd Letters sent and fines issued have a positive impact on the % absence of identified pupils. Involvement of EWO tracked through no.of families worked with once attendance is below 90% and attendance at panel.</p>	<p>First day response Impact of letters sent to parents tracked half termly Impact of fines issued tracked half termly EWO panels Weekly meeting between attendance officer and Principal identifies target pupils and triangulates with attainment and CP data Term time holidays not authorised Weekly attendance trophy, certificates, focus for 'class together time'. 100% attendance initiative Attendance data shared at Parents' evening and in weekly newsletter – target set at 96%</p> <p>PP attendance average is 94.55 in 2018 compared to 95.03 in 2017 PA for PP pupils 17.41 in 2018 compared to 14.73% in 2017. CME= 11 out of 18 pupils CME'd were pupil premium pupils (61%) EWO supported 8 pupil premium families. Letters sent to parents: 186 of 352 issued, related to pupil premium pupils (53%). Fixed Penalty Notices issued to parents = 18 out of 38 issued related to pupil premium pupils (47%)</p>

Expenditure					
Academic year		2017-2018			
The three headings below demonstrate how the Pupil Premium is used to improve classroom pedagogy, provide targeted support and support whole school strategies					
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 implementation?
Children able to comprehend age appropriate texts	Whole school approach to developing comprehension skills. Children to be taught how to access challenging text Cracking comprehension Read , Write Inc phonics	Metacognition – learning how to learn and learning how to tackle challenging text despite limited vocabulary.	Clear training followed by monitoring	Literacy Coordinator RWInc lead	Half Termly progress data. Pupil Progress discussions held on termly basis. Lesson Observations. SATS outcomes at end of year, inc phonics
Children able to comprehend language needed, problem solving and reasoning in Maths	Whole school approach to comprehension in Maths	Question analysis of SATs data indicates that scores are much lower in reasoning compared to number	Clear training followed by monitoring Introduction of Mathematics Mastery	Maths Coordinator	Half Termly progress data. Pupil Progress discussions held on termly basis. Lesson Observations. SATS outcomes at end of year.

Quality of teaching is improved , standards rise	CPD and training for staff from specialist providers, LA consultant and NLE	Target for improvement from OFSTED 2018 for all pupils as well as identified groups	Clear training followed by monitoring	Principal	Impact statements Half Termly progress data. Pupil Progress discussions held on termly basis. Lesson Observations. SATS outcomes at end of year Weekly scrutiny and coaching
Cost: £69,000 Reading/Maths Teaching Assistant support <u>£67,000</u> 3 x additional teachers to support learning £136,000 Total cost					

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 implementation?
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 Observations.

<p>Interventions support identified individual needs</p>	<p>Testing identifies individual barriers to learning</p>	<p>Educational Psychology input and testing outcomes show individual barriers to learning</p> <p>Tutor's Trust provide additional tuition in maths PiXL resources purchased to provide focused additional intervention for PP pupils Booster tuition for identified PP pupils in Y1, 2, 5 and 6</p> <p>Key workers across the school support PP pupils to develop social and emotional stability and academic acceleration through personal plans</p> <p>1:1 TA support, additional reading</p>	<p>Case studies demonstrate progress and progress in individual testing has impact on individual progress in access to the National Curriculum</p>	<p>SENCo/ Assessment Lead</p>	<p>Half Termly progress data. Pupil Progress discussions held on termly basis. Case studies show progress in social/emotional development, allowing access to academic learning and progress. SATS outcomes at end of year</p>
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Cost:	
£5,500	Speech and Language Support
£122,000	Teaching Assistant/Key Worker Support
£22,500	1:1 Teaching Assistant Support
<u>16,000</u>	Individual Tuition and PiXL,
£166,000	Total cost

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, ability to pattern and sequence 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
All children to have started the day with breakfast to ensure they are fit to learn.	Work with Magic Breakfast, Tesco and Fair Share to provide food to enable a free service.	Behaviour Records indicate that children who are not eating in the morning are misbehaving more and learning less.	Monitor attendance at breakfast club and the progress made by children who attend. Extend provision to children who arrive late.	School Business Manager	Annually

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.	Provide a residential weekend for outdoor education for Yr 5. Manchester Arts Festival for Yr 6. Regular trips and visits for all year groups.	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.	Monitoring the quality of provision.	SLT Vice Principal (Curriculum Lead)	Termly
Cost: £20,000 Lunchtime activities £2,000 Breakfast Club £3,500 Rewards £5,500 Trips and Visits <u>£8,000</u> Curriculum Projects and Workshops £39,000 Total cost					

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. Termly SALT data

<p>Children end Reception ready to access learning in Y1, having made at least good progress from their starting points.</p>	<p>Advice, training from LA School Readiness advisor, NLE</p>	<p>Ensure that provision in EYFS reflects models of best practice so that pupils have the opportunities and experiences that enable them to move on to the Y1 curriculum at an age appropriate level.</p>	<p>Observation, identification and review of data Consultants reports</p>	<p>EYFS lead</p>	<p>Half Termly progress data. Pupil Progress discussions held on termly basis. Lesson Observations.</p>
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<p>Cost: £5,000 <u>£1,500</u> £6,500</p>	<p>Speech and Language Trips and Visits, Consultancy and training Total budgeted cost</p>
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