

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?

EYFS

Baseline data collected when pupils start Nursery illustrates that the vast majority are working well below age related expectations for their age. This is particularly true in speaking. In order to increase pupils' vocabulary and to accelerate language development so that pupils can access the rest of the curriculum, the pupil premium grant is spent on TAs, who deliver speech and language programmes to pupil premium pupils. This provision is extended into Y1 and Y2, for those pupil premium pupils who still need it.

K.S 1 and K.S 2

With the high number of children facing challenges of various kinds we fund three teaching assistants in key worker roles. These key workers support pupil premium children across key stages 1 and 2 socially and emotionally and deliver targeted academic interventions to close the gap in reading, writing and maths.

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.

Booster classes are run for targeted pupil premium recipients, both before school and during lunchtimes. These are for pupils in Y1 (phonics) Y2 (phonics, reading and maths) and Y6 (reading, writing and maths). Easter school is also funded through the pupil premium grant for pupils in SATS years.

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.

Reading

In order to close the gap to national standards in reading, Teaching Assistants are funded by the pupil premium grant. They listen to pupils read to increase their fluency and reading speed and to further develop their understanding of vocabulary. This is essential for many pupil premium pupils, who do not have the opportunity to rehearse and improve their reading skills at home and who do not necessarily have access to books. A Teaching Assistant is funded to deliver phonics catch up intervention in the afternoons.

Maths

The pupil premium grant is spent on providing eligible pupils with additional small group tuition in maths, outside of school hours via external agencies such as Tutor's Trust. This is designed to close the attainment gap and to accelerate rates of progress from a range of starting points and includes the more able pupil premium pupils.

Enrichment

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 and develop their language skills, 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, a range of performance experiences and a choice of extra curricular clubs /activities both at lunchtime and after school.

The pupil premium grant is also used to staff a breakfast club which runs every day.

Individual Support

Individual support is provided to identified pupil premium children to enable them to access the curriculum and stay safe.

Pupil Premium Strategy Statement – 2018-19

Summary information												
Academic Year	2018-19	Total PP budget					£312,840 Reception to Year 6 £1,650 Nursery (EYPP)	Date of most recent PP Review: November 2018				
Total number of pupils	400	Number of pupils eligible for Pupil					237 Reception to Year 6 5 Nursery (EYPP)	Date for next review of this strategy: July 2019				
PUPIL PREMIUM PUPILS												
	2017/18						2018/19					
	National average over all groups 17%						National average over all groups 18%					
	PP Children	PP Girls	PP Boys	PP and SEND	Total NOR	PPG%	PP Children	PP Girls	PP Boys	PP and SEND	Total NOR	PPG%
Recep	25 45.45%	12 48%	13 43.33%	6 10.91%	55	9.40%	23 46.94%	8 42.11%	15 50%	10 20.41%	49	9.70%
Year 1	28 48.28%	11 45.83%	17 50%	7 12.07%	58	10.53%	25 49.02%	9 50%	16 48.48%	8 15.69%	51	10.55%
Year 2	47 61.84%	21 58.33%	26 65%	8 10.53%	76	17.67%	28 47.46%	10 43.48%	18 50%	8 13.56%	59	11.81%
Year 3	45 66.18%	23 71.88%	22 61.11%	18 26.47%	68	16.92%	45 64.29%	19 59.38%	26 68.42%	11 15.71%	70	18.99%
Year 4	43 76.79%	24 80%	19 73.08%	12 21.43%	56	16.17%	36 62.07%	21 67.74%	15 55.56%	13 22.41%	58	15.19%
Year 5	39 67.24%	16 72.73%	23 63.89%	15 25.86%	58	14.66%	43 76.79%	21 75%	22 78.57%	11 19.64%	56	18.14%
Year 6	39 66.1%	17 68%	22 64.71%	9 15.25%	59	14.66%	37 61.67%	15 62.5%	22 61.11%	19 31.67%	60	15.61%
Total	266 61.86%	124 63.92%	142 60.17%	75 17.44%	430	100.00%	237 58.81%	103 58.86%	134 58.77%	80 19.85%	403	100.00%

Current attainment (2018 data)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard in reading, writing & maths	26%	27%
Progress score in reading	-3.5	-2.9
Progress score in writing	-3.9	-2.8
Progress score in maths	-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.	Writing skills are low	
E.	EAL, new arrivals to country with no English across the school, in all year groups	
F.	Working Memory very low combined with lack of language development = problem solving skills in Maths need to be developed	
F.	Social and Emotional difficulties	
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	
H.	Attendance across the school	

Desired outcomes *(Desired outcomes)*

Success criteria *(how they will be measured)*

A. Specific teaching of speaking and listening skills allow children to access the curriculum

Pupils are able to concentrate and communicate at an age appropriate level and so can access the curriculum at an age appropriate standard. More able pupils are able to access the curriculum at mastery level

EYFS: 100% of PP pupils make at least one band progress through BLANK levels
Years 1-6 100% of PP pupils still on ELKLAN make at least one band progress through BLANK levels.

% of pupils attaining 2 points on the Foundation Stage Early Learning Goal of speaking increases from 50% in 2018. The % of pupils attaining 3 points rises from 18% in 2018.
% of pupils attaining 2 points on the Foundation Stage Early Learning Goal of listening and attention increases from 55% in 2018. The % of pupils attaining 3 points rises from 27% in 2018.

Leuven scale scores average 3+ in all year groups (engagement and involvement)

Attainment: GLD = 48% for PP pupils compared to in 2018

Y1 Phonics: 78% of PP pass compared to 73% in 2018

KS1 Reading = 67% of PP pupils at expected standard compared to 56% in 2018 with 19% working at greater depth compared to 7% in 2018

Writing = 63% of PP pupils at expected standard compared to 37% in 2018 with 12% working at greater depth compared to 4% in 2018

Maths= 67% of PP pupils at expected standard compared to 52% in 2018 with 7% working at greater depth compared to 7% in 2018

KS2: 44% of PP pupils at expected standard in reading, writing and maths combined, compared to 24% in 2018 with 11% working at greater depth compared to 0% in 2018

<p>B.</p>	<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.</p>	<p>Increased attainment at expected standard and greater depth in reading. Increased progress in Teacher Assessment and KS1 to KS2</p> <p>Teacher Assessments shows 100% of PP pupils make at least 4 points progress from their starting points on Classroom Monitor</p> <p>Foundation stage profile data shows that % of pupils attaining 2 points on the Foundation Stage Early Learning Goal of understanding increases from 55% in 2018. The % of pupils attaining 3 points rises from 18% in 2018.</p> <p>KS1: % of Y2 PP pupils at ARE for reading is at least 67% (FFT 20 2019) and closing the gap to national for all pupils (gap of 10% in 2018)</p> <p>QLA KS 2 SATS shows increase in average scaled score for PP pupils in reading test in 2019 from 97 in 2018.</p> <p>KS2: % of Y6 PP pupils at ARE for reading is at least 59% (FFT 50) and closing the gap to all pupils nationally (gap of 33% in 2018)</p> <p>Progress scores in reading for PP pupils at K.S 2 are closer to the national score of 0 for all children (-3.5 in 2018)</p>
<p>C.</p>	<p>Increased knowledge and understanding of the world</p>	<p>Increase in attainment in the specific learning goals of understanding of the world and expressive art and design</p> <p>% of pupils attaining 2 points on the Foundation Stage Early Learning Goal of the world increases from 68% in 2018. The % of pupils attaining 3 points rises from 0% in 2018.</p> <p>% of pupils attaining 2 points on the Foundation Stage Early Learning Goal of being imaginative increases from 55% in 2018. The % of pupils attaining 3 points rises from 0% in 2018.</p>
<p>D.</p>	<p>Specific teaching of writing skills, including grammar, spelling and punctuation</p>	<p>Increased attainment at expected standard and greater depth in writing. Increased progress in Teacher Assessment and KS1 to KS2</p> <p>Foundation stage profile data shows that % of pupils attaining 2 points on the Foundation Stage Early Learning Goal of writing increases from 41% in 2018. The % of pupils attaining 3 points rises from 14% in 2018.</p>

		<p>KS1: % of Y2 PP pupils at ARE for writing is at least 63% (FFT 20 2019) and closing the gap to national for all pupils (gap of 22% in 2018)</p> <p>QLA KS 2 SATS shows increase in average scaled score for PP pupils in GPS test in 2019 from 97 in 2018.</p> <p>KS2: % of Y6 PP pupils at ARE for writing is at least 59% (FFT 50) and closing the gap to all pupils nationally (gap of 29% in 2018)</p> <p>Progress scores in writing for PP pupils at K.S 2 are closer to the national score of 0 for all children (-3.9 in 2018)</p>
<p>E.</p>	<p>Children new to English acquire functioning English rapidly.</p>	<p>Progress enabled for all children despite high levels of mobility and regular arrivals of high numbers of children new to English.</p> <p>100% of PP pupils on Read Write Inc make at least 1 band 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>F.</p>	<p>Interventions support children in developing their working memory and technical/contextual vocabulary, enabling them to calculate and solve problems effectively.</p>	<p>Increased attainment at expected standard and greater depth in maths. Increased progress in Teacher Assessment and KS1 to KS2</p> <p>Foundation stage profile data shows that % of pupils attaining 2 points on the Foundation Stage Early Learning Goal of number increases from 41% in 2018. The % of pupils attaining 3 points rises from 14% in 2018.</p> <p>KS1: % of Y2 PP pupils at ARE for maths is at least 67% (FFT 20 2019) and closing the gap to national for all pupils (gap of 11% in 2018)</p> <p>QLA KS 2 SATS shows increase in average scaled score for PP pupils in maths test in 2019 from 97 in 2018.</p> <p>KS2: % of Y6 PP pupils at ARE for writing is at least % (FFT 50) and closing the gap to all pupils nationally (gap of 32% in 2018)</p> <p>Progress scores in maths for PP pupils at K.S 2 are closer to the national score of 0 for all children (-3.1 in 2018_)</p>

		<p>Internal tracking data from tests (Yrs1-6) show 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 (4 steps)</p> <p>All PP pupils identified to work with Tutor's Trust make at least expected progress (4 steps) in maths over the year and between key stages from their given starting points.</p>
G.	Children who struggle due to social and emotional difficulties are supported by Key Workers to access the academic curriculum and make at least expected progress .	<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>Leuven scores average at least 3</p> <p>Increase in scaled scores for resilience</p> <p>PP Pupils working on PIXL interventions with Key Workers make at least expected progress of 4 steps over a year on Classroom Monitor</p>
H.	Effects of mobility are limited as much as possible through the organisation of learning groups and staffing.	<p>Children are able to make as much progress as they are able and the school at least reaches National Floor targets for progress, as the gap to all pupils nationally reduces (in all subjects).</p> <p>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 (4 steps in Classroom Monitor)</p> <p>100% of PP pupils on Read Write Inc make at least 1 band 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>At least 78% of PP Pupils in Y1 pass the phonics screening check compared to 73% in 2018</p> <p>School is above the floor targets for progress in 2019. Attainment and progress figures for PP pupils show an improving trend in EYFS, K.S 1 and KS2</p>
I.	Improved attendance leads to improved academic and social outcomes	<p>Pupil behaviour in school is good</p> <p>Pupil behaviour for learning is good</p> <p>Standards rise</p> <p>Whole school attendance reaches the target of 96%</p>

1. Planned expenditure					
Academic year		2018-19			
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 PP Pupils					
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/how will you review implementation?
PP children able to comprehend age appropriate texts	<p>Whole school approach to developing comprehension skills.</p> <p>Children to be taught how to access challenging text, recognise different content domains and respond to them by structuring an appropriate answer</p>	<p>Metacognition using Rosenshine's Principles – learning how to learn and learning how to tackle challenging text despite limited vocabulary.</p> <p>Question Level Analysis shows PP pupils need to develop inference and deduction skills, literal recall skills when information is presented in tables and an understanding of vocabulary/meaning of words</p>	Clear training followed by monitoring	<p>Literacy Coordinator Literacy advisor UL</p> <p>Lead Literacy teacher – Silverdale Academy</p>	<p>Termly progress data.</p> <p>Pupil Progress discussions held on termly basis.</p> <p>Lesson Observations.</p> <p>Learning walks</p> <p>Book scrutiny</p> <p>Termly PIRA tests</p> <p>SATS data 2019</p>
<p>Cost <u>£44,500</u> £44,500</p> <p>Reading Support via catch up provided by TA1s for PP pupils in all year groups Total Budgeted Cost</p>					

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When/how will you review implementation?
Speaking and Listening Skills enable children to access national tests	Specific therapist intervention for identified PP children. Elklan training for all staff Trips and visits	Educational Psychology and Speech and Language Therapist advice Low scores for knowledge and understanding of the world and creative arts	Progress demonstrated in Elklan Curriculum mapping monitored for trips and visits	S&L lead Curriculum lead	Half Termly progress data. Pupil Progress discussions held on termly basis. Lesson Observations.
Interventions support identified individual needs EYFS= Speech and language therapy, ELKLAN intervention, TA support to develop communication skills K.S 1 = ELKLAN	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 EYFS lead	Half Termly progress data. Pupil Progress discussions held on termly basis. Review of individual case studies.
Interventions to support PP to develop their phonic knowledge, in order to read fluently and have a secure comprehension of what they have read K.S 1= Phonics booster intervention, daily catch up for RWInc, PIXL intervention. Reading booster Y2 K.S 2 = reading booster, PIXL intervention	Testing and FFT data used for target setting identifies pupils needing additional support	Secure reading skills are needed to access learning in all areas Question level analysis of test papers indicates inference and deduction, understanding of vocabulary and its impact on the reader and application of retrieval skills to charts and tables are areas for development	Daily catch up timetabled and staff identified Booster sessions timetabled Impact of sessions on pupil outcomes and progress is tracked	RWInc lead Assessment lead	Half termly testing shows pupils moving through RWInc bands Outcomes at Y1 phonics screening continue to improve and gap to national is closed % of pupils passing phonics screening check in Y2 rises and is in line with national Reading outcomes at Y6 continue to improve

<p>Interventions to support PP to develop their number skills, mathematical vocabulary and to apply them to problem solving.</p> <p>KS1 = Maths Booster Y2, PIXL intervention (Y1-2)</p> <p>KS2 = Maths Booster (Y6), Easter school (Y6), PIXL intervention (Y3-6)</p>	<p>Testing and FFT data used for target setting identifies pupils needing additional support</p>	<p>Question level analysis of test papers indicates PP pupils are not secure in some of the formal methods of calculation or their application to problem solving. Pupils with limited language find it hard to understand the contextual element of problem solving.</p>	<p>Booster sessions timetabled</p> <p>Impact of sessions on pupil outcomes and progress is tracked</p>	<p>Maths lead Assessment lead</p>	<p>Half Termly progress data. Pupil Progress discussions held on termly basis.</p> <p>Outcomes at EYFS, K.S 1 and K.S 2 in maths rise</p> <p>Average scaled score in maths rises</p>
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Cost

£5,220	Speech and Language Support
£51,250	Teaching Assistant Support in EYFS/KS1
£12,300	ELKLAN Intervention EYFS and K.S 1
£4,100	Phonics catch up intervention -Whole school
£3,000	Phonics Booster Sessions, Y1-2
£62,000	PIXL intervention Y1-6 (Key Workers)
£14,000	Pre school and lunchtime booster
<u>£2,000</u>	Easter school intervention Y6
£153,870	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/how 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	Observation and structural organisation	Lunchtime play organiser	Observation Pupil voice termly Annual review meeting with staff
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
PP 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 Year 5, participation in range of performance events 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.		Termly

<p>PP children supported with their social and emotional development in order to be able to develop academically</p> <p>1-2-1 support where appropriate across the school</p> <p>Nurture intervention where appropriate across the school</p> <p>Resilience intervention where appropriate across the school</p>	<p>Identified PP pupils supported on a 1-2-1 or small group basis</p>	<p>Research shows that pupils cannot access academic learning if they are emotionally dis-regulated</p>	<p>Regular review of provision and the impact on pupil attainment and progress.</p> <p>Rates of exclusion are appropriate</p> <p>Reduction in number of pupils whose attainment and progress is tracked through case studies</p>		<p>Weekly key worker meeting</p> <p>Pupil progress meetings termly</p> <p>Reporting to LGB re exclusions monthly</p> <p>Monitoring of behaviour records monthly</p>
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Cost

£20,000	Lunchtime activities
£16,100	Breakfast Club
£54,000	1-2-1 support
£11,600	Lunchtime and after school Nurture
£11,000	Trips and Visits
<u>£3,500</u>	Rewards
£116,200	Total budgeted cost