



1. Summary information					
School	Marlborough Primary Academy				
Academic Year	2020-21	Total PP budget	£90,115	Date of most recent PP Review	Sept 2020
Total number of pupils	124	Number of pupils eligible for PP	61 (48%)	Date for next internal review of this strategy	Feb 2021

2. Achievement Profile			2019 (no official data for 2020 due to Covid19)	
			<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP</i>
Year 1 - Phonics Screening Check:			75%	70%
Year 2 – Phonics Re-check:			40% (79% Year 2 Phonics Check December 2020)	20%
Key Stage 1: Attainment				
% achieving 'expected+' in reading			69%	50%
% achieving 'expected+' in writing			69%	40%
% achieving 'expected+' in maths			62%	50%
Key Stage 2: Attainment				
% achieving 'expected' in reading			64%	38%
% achieving 'expected' in writing			79%	38%
% achieving 'expected' in maths			79%	46%
% achieving in reading, writing and maths			64%	23%
Key Stage 2: Progress				

progress in reading	-2.1	No available to date
progress in writing	-0.8	Not available to date
progress in maths	-1.1	Not available to date

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Poor language skills especially on entry in EY provision; these limit the pupils ability to communicate and understand spoken instructions.
B.	Disproportionate numbers of disadvantaged pupils on SEND register, principally identified with poor literacy skills, linked to children's Oracy and ability to speak grammatically correctly.
C.	High number of children requiring emotional / welfare support necessitating a range of interventions in order to access the curriculum.
D.	Many of the disadvantaged children display poor attitudes to learning and can lack resilience when attempting difficult tasks. This has been further impacted on by the Covid19 pandemic and school lockdown.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Attendance of disadvantaged groups is below that of other children, especially persistent absenteeism.
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4. Desired outcomes (Desired outcomes and how they will be measured)

Success criteria

A.	Progress of disadvantaged pupils is accelerated to reduce in school gaps in attainment. Reviewed during pupil progress meetings internal data.	Attainment gap between disadvantaged and non-disadvantaged reduced.
B.	Focussed individual & small group support for pupils to increase progress.	SEND pupils making good progress from their lower starting points
C.	Improved oral language skills for pupils.	Pupils will be able to explain their learning.
D.	Improved attendance for all pupils. Weekly & monthly attendance data	Attendance at or close to 96%, persistent below national average of 11%. (non Covid19 related attendance)

5. Planned expenditure

Academic year

2020-21

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 implementation?
Pupils given timely accurate feedback to support and promote their learning	Visible Learning (VL) approach Refine feedback work from last year, include pupil voice to ensure	VL evidence and Sutton Trust evidence highlights positive impact of feedback on pupils' progress. Sutton Trust Evidence +8 months-feedback	VL continues to be a key driver of SIP, staff inset Staff appraisal linked to VL.	RS/AD/CT	Termly during walkthroughs and regular book looks. Autumn 2020 Spring 2021

	effectiveness of feedback, book looks to carefully track pupil's response to marking.		Cross school initiative with all MAT schools.		Summer 2021
Pupils are clear about the desired qualities and outcomes from their learning.	VL development of teacher clarity, cross school development of the learning environment and co-constructed success criteria	VL evidence of teacher clarity has a positive impact on pupil attainment	Whole school approach and definition of clarity and enabling pupils to be assessment capable learners.	RS/CT	Spring 2021
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 implementation?
Raise attainment through addressing misconceptions to move learning forwards.	1-2-1 gaps analysis groups, quick response to addressing misconceptions daily.	Sutton trust Evidence +5 for 1-2-1 support; linked to feedback.	Provision map of 1-2-1 intervention. Observation of TAs within the class.	RS/CT	Termly pupil progress meetings.
Targeted support of less and more able groups.	Focussed group work to accelerate progress.	Sutton Trust Evidence +5 for small group tuition.	Classroom observations of groups, identifying the quality of input and progress rates.	EP/DH	
Pupils can articulate themselves appropriately and access their learning potential.	Speech and language therapy support from Dame Hannah's Speech & Language Therapy.	Sutton Trust Evidence-oral language interventions +5 Early Years intervention +5	Regular progress meetings between SENDCo and speech and language therapist. Pre –post testing analysis of pupils progress	RS/DH	Termly review of case load and pupils progress.
Pupils feel emotionally well and are able to learn effectively.	ELSA support- emotional and mental well-being support for individuals.	Sutton Trust Evidence-+4 for social and emotional learning.	Termly planning meetings within school and with outside agency professionals.	RS/DH	Termly meetings and final review in June 2020.
Provide pupils with appropriate support to overcome/ minimise their barriers to learning.	Access to MAST services, part of subscription to Plymouth Excellence Cluster.	+4 months Sutton Trust Prompt referral for specialist support as required ensuring timely interventions.	Termly planning meetings with schools named Ed Psychologist.	DH/EP	Termly
Support dis-advantaged pupils with additional needs.	TAs SENDCo time to support dis-advantaged pupils.	44% of the SEND pupils are also disadvantaged, many of their barriers to learning need specialist support.	SENDCo monitors the provision for these pupils. Where appropriate IEP targets and external agency support sought.	SLT/DH	Termly
Support for Parents of Disadvantaged pupils.	Parent Support Advisor to work with parents and offer support - practical/emotional well- being.	Parents well-being impacts on their children's mental health and well-being.	Vulnerable Pupils Panel meeting weekly monitoring pupils. HT, PSA, DDSL.	RS/PSA/DDSL	Weekly
Total budgeted cost					£90,115

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?
Raise attainment through improved attendance.	EWO bought in services, termly attendance rewards for classes, prompt response to dropping attendance.	Sutton Trust +3 for parental engagement. Good attendance is linked to high attainment, target pupils with persistent absenteeism initially and sub 95% attendees. Overall school target 96%.	Admin staff will closely monitor attendance of targeted pupils. Prompt referral to Safeguarding Leader and EWO as required. 4 weekly EWO visits.	RS/KP	Monthly attendance meetings with S&W leader.
Total budgeted cost					£0