



| 1. Summary information |                             |                                  |          |  |           |
|------------------------|-----------------------------|----------------------------------|----------|--|-----------|
| School                 | Marlborough Primary Academy |                                  |          |  |           |
| Academic Year          | 2021-22                     | Total PP budget                  | £92,726  | Date of most recent PP Review                  | Sept 2021 |
| Total number of pupils | 116                         | Number of pupils eligible for PP | 54 (47%) | Date for next internal review of this strategy | Feb 2022  |

| 2. Achievement Profile   |  |  | (no official data for 2020 or 2021 due to Covid19) |                               |
|--|--|--|--|-------------------------------|
|  |  |  | <i>Pupils not eligible for PP</i>                  | <i>Pupils eligible for PP</i> |
| Year 1 - Phonics Screening Check:  |  |  | 50% (2021 school own data)                         | 75% (2021 school own data)    |
| Year 2 – Phonics Re-check: All Year 2s took the Phonics check in December 2020 – 79.3% WA. |  |  | 85%<br>(Year 2 Phonics Check December 2020)        | 75%                           |
| <b>Key Stage 1: Attainment</b>   |  |  | 2021 – school data                                 | 2021 – school data            |
| % achieving 'expected+' in reading   |  |  | 77%  | 31%                           |
| % achieving 'expected+' in writing   |  |  | 23%  | 33%                           |
| % achieving 'expected+' in maths   |  |  | 77%  | 15%                           |
| <b>Key Stage 2: Attainment</b>   |  |  | 2021 – school data                                 | 2021 – school data            |
| % achieving 'expected' in reading  |  |  | 89%  | 56%                           |
| % achieving 'expected' in writing  |  |  | 78%  | 22%                           |
| % achieving 'expected' in maths  |  |  | 78%  | 56%                           |
| % achieving in reading, writing and maths  |  |  | 67%  | 22%                           |
| <b>Key Stage 2: Progress</b>   |  |  |  |                               |

|   |   |   |
|---|---|---|
| progress in reading – KS2 72% ARE+ ( PA at KS1 was 56%) | + Progress Score Based on PA (56% ARE at KS1 SATS) 89% were ARE+ at KS2.  | + Progress Score Based on PA (56% ARE at KS1 SATS) 56% were ARE+ at KS2.  |
| progress in writing – KS2 50% ARE+ (PA at KS1 was 33%)  | +Progress Score Based on PA (33% ARE at KS1 SATS) 78% were ARE+ at KS2    | -Progress Score Based on PA (33% ARE at KS1 SATS) 22% were ARE+ at KS2    |
| progress in maths – KS2 67% ARE+ (PA at KS1 was 39%)    | + Progress Score Based on PA (33% ARE at KS1 SATS)78% were at ARE+ at KS2 | + Progress Score Based on PA (44% ARE at KS1 SATS)56% were at ARE+ at KS2 |

### 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)

|           |   |
|-----------|---|
| <b>A.</b> | Poor language skills especially on entry in EY provision; these limit the pupils ability to communicate and understand spoken instructions.   |
| <b>B.</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.                 |
| <b>C.</b> | High number of children requiring emotional / welfare support necessitating a range of interventions in order to access the curriculum.   |
| <b>D.</b> | 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. |
| <b>E.</b> | High levels of mobility into upper KS2.   |

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

|           |  |
|-----------|--|
| <b>D.</b> | Attendance of disadvantaged groups is below that of other children, especially persistent absenteeism. |
|-----------|--|

### 4. Desired outcomes (Desired outcomes and how they will be measured)

#### Success criteria

|           |  |   |
|-----------|--|---|
| <b>A.</b> | 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>B.</b> | Focussed individual & small group support for pupils to increase progress – targeted NTP.  | SEND pupils making good progress from their lower starting points   |
| <b>C.</b> | Improved oral language skills for pupils.  | Pupils will be able to explain their learning.  |
| <b>D.</b> | Improved attendance for all pupils. Weekly & monthly attendance data   | Attendance at or close to 96%, persistent below national average of 13%.( non Covid19 related attendance) |

### 5. Planned expenditure

Academic year

2021-22

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 effectiveness of feedback, book looks to carefully track pupil's response to marking. | 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<br>Staff appraisal linked to VL.<br>Cross school initiative with all MAT schools. | RS/AD/CT   | Termly during walkthroughs and regular book looks.<br>Autumn 2021<br>Spring 2022<br>Summer 2022 |
| 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 2022   |

## 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      | Termly pupil progress meetings.                 |
| Pupils can articulate themselves appropriately and access their learning potential.       | Speech and language therapy support from SpL Therapist x 1 day per week.                                   | Sutton Trust Evidence-oral language interventions +5<br>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. 2 TAs trained in ELSA – Autumn 2021 | 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 2022.  |
| 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. Through MAST Educational Psychologist – Mental Health support groups for pupils & Parents starting Autumn 2021. | Parents well-being impacts on their children's mental health and well-being.   | Vulnerable Pupils Panel meeting weekly monitoring pupils. HT, PSA, DDSL.<br><br>INSET – 22 <sup>nd</sup> September – triage pupils.                 | RS/PSA/DDSL       | Weekly                                       |
| <b>Total budgeted cost</b>                    |   |  |   |                   | £90,115                                      |
| <b>iii. Other approaches</b>                  |   |  |   |                   |  |
| <b>Desired outcome</b>                        | <b>Chosen action/approach</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b> | <b>When will you review implementation?</b>  |
| 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 92% attendees. Overall school target 96%. | Admin staff will closely monitor attendance of targeted pupils. Prompt referral to Safeguarding Leader and EWO as required.<br>4 weekly EWO visits. | RS/KP             | Monthly attendance meetings with S&W leader. |
| <b>Total budgeted cost</b>                    |   |  |   |                   | £0   |