



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

2. Achievement Profile			2019 (no official data for 2020/2021 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%
<b>Key Stage 1: Attainment</b>				
% achieving 'expected+' in reading			69%	50%
% achieving 'expected+' in writing			69%	40%
% achieving 'expected+' in maths			62%	50%
<b>Key Stage 2: Attainment</b>				
% 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%
<b>Key Stage 2: Progress</b>				

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)

<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.

#### 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.
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### 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.	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 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

Evaluation: VL 'Learning Dispositions' embedded in every classroom. Developing further the AfL approaches including Solo Taxonomy and self-assessment through the Marking, Assessment and Feedback Policy. Review time built in for children to review their learning. 1:1 pupil conferencing.

## 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.

Evaluation: As pupils returned from each lockdown during 2020-21, Teachers' used assessments to identify gaps to inform planning. E.g. White Rose Maths – assessments for each unit covered during the lockdown 3 were completed on all pupils return to gauge impact of remote learning and inform planning going forward into the Spring Term 2 2021. Lesson observations by SLT & Teachers' weekly planning provide evidence for teachers addressing misconceptions and teaching according to need. Pupil conferencing has been used to address misconceptions daily. Progress of low prior attainment groups was good. GLD in EYFS increased by over 8% from 52% in 2019 to 64.3% in 2021 (school/trust own data). EYFS progress across all areas in good to outstanding (see EYFS section for figures). Year 1 PSC was at 72% in 2019 and increased to 79% for 2021 (Year 2 cohort took PSC in Autumn 2020 – due to impact of pandemic in Summer 2020). The Year 1 cohort 2021 PSC was at 64%. This cohort struggled to engage during lockdown 1 & 3. Baseline PSC at the start of Autumn 2020 demonstrated only 2 of the cohort were on track to achieve the standard. Internal tracking data demonstrates that SEND and prior LA group make good progress from starting points – progress of pupils in Nurture Provision. **Year 6 Reading SATS** = 94.5 to 102.9 (33% to 72.2% at ARE, 28% GD) **Year 6 Maths SATS** = 91.0 to 102.2 (17% to 67% at ARE, 22% GD) **Year 6 GPS SATS** = 95.4 to 105.1 (47% to 100% at ARE, 11% GD) **Year 6 Writing TA** = Start of Year Baseline 0% ARE, 28% ARE at End of Autumn 2020 to 50% at ARE. The progress of this Year 6 cohort has been good and the progress score would be positive. Based on Prior attainment the expected % at ARE was as follows: Reading – 56%, Maths – 39%, Writing – 33%. Reading increased by 16%, Maths increased by 28%, Writing increased by 17%. The progress this cohort made in 2020-21 has been outstanding.

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.
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Evaluation: Evidence of impact of SpL support for targeted pupils, however this has been impacted on by lockdowns/pupils isolating/bubble closures. For 2021-22 increase in therapy time to 1 day per week.

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
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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
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 2021.
Evaluation: Through the Recovery Curriculum children have been able to explore how they are feeling and strategies they can use to help with their mental health and well-being. MAST referrals were made for a number of children identified as struggling with their mental health and well-being. Staff training on Children's well-being and mental health took place in Autumn 2020 to be equipped to identify signs of poor mental health and give them strategies to support pupils. 2 members of staff undertook the Place2Be Children's Mental Health Foundation Course.					
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
Evaluation: PSA worked continually throughout all lockdowns to support vulnerable families including frequent welfare checks. This has included practical support through providing food parcels, support with housing, grant applications. Signposting to mental health support through Livewell.					
<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 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.
Evaluation: Due to high persistent absence levels, this support in engaging with parents has been vital to encourage parents to bring their children to school on a regular basis. During lockdown the EWO was making regular contact with the most vulnerable families where children/parents were not engaging with remote learning and reported this to the HT fortnightly. See Case Studies of impact on attendance.					
<b>Total budgeted cost</b>					£0