



## Evaluation of Pupil Premium Spend 2019-20 – Autumn 2020

1. Summary information					
School	Marlborough Primary Academy				
Academic Year	2019-20	Total PP budget	£107,322	Date of most recent PP Review	Sept 2019
Total number of pupils	123	Number of pupils eligible for PP	64 (52%)	Date for next internal review of this strategy	Feb 2020

2. Achievement Profile 2019		
	<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%	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.

#### 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%.

### 5. Planned expenditure

#### Academic year

**2019-20**

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 Staff appraisal linked to VL. Cross school initiative with all MAT schools.	RS/AD/CT	Termly during walkthroughs and regular book looks Autumn 2019

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 2020
<b>Evaluation:</b> VL 'Learning Dispositions' embedded in every classroom. Developing further the AfL approaches and self-assessment through the Marking, Assessment and Feedback Policy. Review time built in for children to review their learning. 1:1 pupil conferencing.					
<b>ii. Targeted support</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 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	
<b>Evaluation:</b> Using assessment data to fill in gaps in learning – using White Rose Maths pre and post teaching unit assessments. Targets linked to areas needing to improve. Teachers anticipating and highlighting misconceptions as learning points to move learning forward. Projections Outcomes for 2020 in Spring 2020 prior to lockdown were: Year 1 Phonics – 75%; Y2 EKSA: Reading: 71% ARE with 100% making expected progress and 50% accelerated progress. Writing: 50% ARE with 100% making expected progress and 57% accel. progress. Maths : 64% ARE with 100% making expected progress and 50% accel. progress.KSA: Reading: 50% ARE, 13% GD with 100% making expected progress and 44% accel. progress. Writing: 50% ARE, 6% GD with 100% making expected progress and 44% accel. progress. Maths : 56% ARE, 19% GD with 100% making expected progress and 56% accel progress. SPAG: 56% at ARE with 25% at GD					
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.
<b>Evaluation:</b> All the children in EYFS were screened by the Speech Therapist. 60% required SPL support through 1:1 Intervention. The Therapist supported support staff with strategies to improve SPL.					
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.
<b>Evaluation:</b> Vulnerable Pupils identified from across the school have been supported – daily check in. Post lockdown the Vulnerable Pupils Panel met weekly to ensure regular contact was made with all these identified pupils and their families. Creative Arts Therapist worked with 10 children across the school. This has had a positive impact giving these children a safe space in order for them to explore their feelings/emotions and give strategies to enable them. The Therapist support continued during lockdown with the therapist video/telephone calling weekly.					
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

15 families referred to MAST during Autumn 1 – to Spring 2 (prior to lockdown). MAST supported families throughout lockdown.					
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
<b>Evaluation:</b> During 2019-20 33% of the school was on the SEND register. SEND pupils were supported in class for a proportion of class teaching time by the TAs through 1:1 and Intervention support. During lockdown the TAs were assigned to support the SEND pupils in each cohort, monitored/gave feedback on their learning on Class Dojo Platform and supported with the development of bespoke teaching/learning packs and made welfare calls, while keeping a record of engagement.					
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
<b>Evaluation:</b> The PSA has supported parents of over 60% of the children on roll. This includes a range of issues/concerns that may have short term but often require long term support. During lockdown, the PSA has supported families: delivering food parcels weekly; supporting the wellbeing and mental health of families on a daily basis (including evenings and weekends); supported housing and financial issues and signposting parents to other agencies as necessary.					
<b>Total budgeted cost</b>					£107,322
<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.
<b>Evaluation:</b> 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..					
<b>Total budgeted cost</b>					£1400