

Marton Manor Primary School Pupil premium strategy statement

1. Summary information					
School	Marton Manor				
Academic Year	2017-18	Total PP budget	£59,000	Date of most recent PP Review	6 th July 2018
Total number of pupils	204	Number of pupils eligible for PP	53	Date for next PP Strategy Review	December 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
70% achieving expected standard in reading, writing & maths combined	61% (72% without Base pupils working well below expected standard).	75%
% achieving expected standard in reading	77% (91% without Base pupils)	76%
% achieving expected standard in writing	77%(91% without Base pupils)	78%
% achieving expected standard in maths	69%(82% without Base pupils)	78%

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor language skills and vocabulary, poor spelling, handwriting and punctuation
B.	Poor reading comprehension skills, lack of books at home, low level of reading attainment
C.	Poor number skills e.g. multiplication tables, applying number operations to problem solving.

4. Plan	
A.	
B.	

External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance and poor parental support

5. Outcomes (Desired outcomes and how they will be measured)	
A	Pupils in low ability range in Years 6, 2 and 3 will improve the quality of written work through handwriting, spelling and punctuation
B	Pupils with low reading ability in Year 6, 2 and 3 will read frequently to an adult in school and will improve their comprehension skills
C	Pupils with poor attainment in Maths in Year 6 will improve their number work skills and will learn all their tables

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils will improve basic skills and become more capable at number work skills and solving problems	Interventions – tables, Power of 2 and Maths Watch	Most of the children were able to address any misconceptions. We were able to free up working memory by helping children learn their tables, to deal with reasoning parts of questions.	Whilst the impact of the interventions was positive we will focus more on Mathswatch than on Power of 2 in the coming year. We will also continue pre and post teaches and interventions to address specific issues with individuals.	£18,300

Pupils will increase their fluency and understanding of a text and will improve their inference and deduction skills.	Daily readers, target readers, reading comprehension intervention	Pupils increased in fluency and developed further their enjoyment of reading. They have become much better at inference and deduction across a wide range of challenging texts.	Whole class guided reading and intervention have been successfully implemented and this has a wider impact for non- pupil premium children.	£18,000
Pupils will become more technically competent in their writing skills with more accurate spelling, handwriting and grammar.	Handwriting interventions PIXL spelling One-to-one reviews for editing work	Pupils were able to meet the expected standard where they had managed to improve spelling to expected standard and handwriting. They became more independent in editing and re-drafting work and were able to show the whole writing process in their books.	We will start earlier in the new academic year to collect assessed pieces of work. Spelling will be taught consistently to ensure it has maximum impact for all. Spelling needs to be taught consistently across all classes to help children maintain expected standards..	£23,000
Attendance needed to improve for some individuals of varying abilities to ensure that they were able to ensure there were no gaps in their learning.	Phone calls, home visits, letters, fines and attendance case conferences	Some pupils improved their attendance although a small minority of persistent absentees remain.	Continue to monitor attendance from day 1 of the new academic year . Give children incentives and charts to help them take greater ownership of their attendance.	£1,000

