

Pupil premium strategy statement

School overview

Metric	Data
Marton Manor Primary School	.
Pupils in school	214
Proportion of disadvantaged pupils	.13%
Pupil premium allocation this academic year	£35,280
Academic year or years covered by statement	2020-21.
Publish date	April 2020.
Review date	17.12.20.
Statement authorised by	G.Howard.
Pupil premium lead	G.Howard.
Governor lead	J. Sharrocks

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	.
Achieving high standard at KS2	
Measure	Activity
Priority 1	Improve the quality of writing structure, spelling, grammar, and ambitious vocabulary. Reduce the gap between our Pupil Premium children and national data by 10% in key stage one. Pupils with potential for Greater Depth address key skills from criteria. Reduce Pupil Premium and national data gap by 10% for expected. Increase Greater Depth for Pupil Premium children and their peers.
Priority 2	Develop reading fluency and speed . Work on inference and deduction in comprehension skills .

	Increase the percentage of children reaching expected standard by 10% against national.
Priority 3	Improve tables, calculations and problem solving to free working memory for calculations and reasoning. Increase the percentage of Pupil Premium children achieving expected standard against national. Ensure that pupils secure number bonds , number facts and tables to increase mathematical fluency. .
Prioriity 4	Attendance and punctuality to be at national average. Ensure that pupil absence is in line with or below national average.
Barriers to learning these priorities address	We want our children to have secure basic skills to ensure that they are making strong progress in the core subjects. Some of our children do not have access to home support resources such as books and technology to support their learning. Some of these children enter school working below the national average and struggle to close the gap with the national average. Some Pupil Premium children who do enter with good potential often fail to realise this potential as they may lack the resources, motivation and support to achieve Greater Depth.
Projected spending	TA's and class teachers to support children in editing and improving work . KS1 spelling shed intervention to be used frequently and consistently. £1,000. Screen all children for reading speed. Intervene as needed. Work on guided reading, hear children read and work specifically on inference and deduction. £11,480 TA support for fluid groups .Daily recap questions at the start of the lesson. Some pre and post teach work to be used for tables and other skills teaching. Use PIXL, Rockstars, Mathswatch materials each morning to improve pupils' fluency and understanding. £3,800

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	. Reading outcomes in SATs 2018-19 were lower than usual and we are aware that slow reading speeds and limited vocabulary are hindering some children's progress. During lockdown pupils did not always read as much as they could have and staff felt that although pupils were asked to complete comprehension the skills were not being taught as we would during whole class guided reading	July 2021
Progress in Writing	.Writing and spelling is one of our school priorities. During lockdown it has been one of our most neglected subjects, with parents reporting a lack of motivation to write at home and when submitted, work has been of an inferior quality at times. This has been a key priority for us due to our local dialect which sometimes results in grammatical errors and weak spelling.	July 2021
Progress in Mathematics	. Pupils need to secure basic skills in Maths including number bonds and multiplication tables as well as calculations. During lockdown some pupils did not engage with home learning or did very little. We need to address gaps in their basic skills and understanding of calculations	July 2021
Phonics	Although we have been consistently above national average in our phonics check outcomes, we have had a downward trend in results and have now adopted Sounds Write as our approved scheme to address decoding and blending as well as improving spelling across the school. This is a particularly important target for disadvantaged pupils to ensure that they can become fluent readers and spellers.	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	.Teaching comprehension skills to pupils such as inference and deduction, improving vocabulary, teaching skimming and scanning techniques for pupils who are struggling in this area.
Priority 2	.Focus on spelling patterns, quality of presentation and vocabulary choices. Deconstruct writerly texts to provide inspiration and techniques for impact in writing. Use Sounds Write phonics training to support teaching of spelling in younger year groups.
Priority 3	Provide support for pupils to help strengthen number bonds, multiplication tables and calculations.
Barriers to learning these priorities address	.Loss of learning time and direct teaching due to lockdown. Some pupils have not engaged at all or have done very little during lockdown.. Lack of access to technology or lack of motivation has meant that some children have missed out on essential home learning.
Projected spending	<p>. Interventions provided for identified pupils requiring additional support for both comprehension skills. £6,000 for teaching assistant support across key stage 2 for pre and post teaches and interventions for comprehension skills.</p> <p>Pre and post teaches by a teacher or TA, for reading assessments £1,280 Pupil Premium funding.</p> <p>Provide teaching assistant support to deliver interventions in Maths £6,000</p> <p>Support for Sounds write training £1.720.</p>

Wider strategies for current academic year

Measure	Activity
Attendance	Conduct daily and weekly monitoring of attendance registers to ensure that all pupils are attending regularly and any unauthorised or persistent absence is challenged and leads to improvement.

Barriers to learning these priorities address	Historically, for some pupils persistent or prolonged absences have impacted upon progress and attainment. Lockdown has had a further impact. We want to ensure that all pupils attend as often as possible to maximise their progress
Projected spending	£4,000 for weekly attendance officer support

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Teachers have a diverse group of learners and lack of engagement by some pupils during lockdown has widened the gap between pupils' abilities .	Pre and post teaches to be sampled to ensure that we are helping to narrow the gaps between pupils and supporting basic skills development.
Targeted support	We need to ensure that interventions are having an impact across the target groups in school.	Sample the quality of interventions and monitor tracking data and samples of work to identify where interventions are having the most impact.
Wider strategies	Some families have not engaged in home learning in the past lockdown.	Send home hard copy of generic skills books and ensure that pupils and parents understand the importance of using remote learning to keep up, not catch up. SLT to sample the quality and engagement levels of online and remote learning

Review: last year's aims and outcomes

Aim	Outcome
. Improve the quality of writing structure, spelling, grammar, and ambitious vocabulary. Reduce the gap between our Pupil Premium children and national data by 10% in key stage one. Pupils with potential for Greater Depth address key skills from criteria. Reduce Pupil Premium and national data gap by 10% for expected. Increase Greater Depth for Pupil Premium children and their peers	Due to lockdown pupils were not given SATs tests in Summer. However, we had used teacher assessment in March to review attainment and progress of pupils. In summer 2020 Year 2 cohort we had 4 pupils eligible for Pupil Premium. All pupils made at least 2 steps in writing on our tracking system which suggests they would have been on track to reach 3 steps progress by summer. Although only two would have met the national standard all would have made good progress.

	<p>In Year 6 we had 2 Pupil Premium children. Both made strong progress against their prior attainment and one would have reached the expected standard based on his trajectory of progress. The other had specific issues with spelling which would have prevented them from achieving expected standard. For non-Pupil Premium children data projections for March suggested 92% would have reached Expected standard in Summer.</p>
<p>. Develop reading fluency and speed . Work on inference and deduction in comprehension skills . Increase the percentage of children reaching expected standard by 10% against national</p>	<p>The current Year 2 cohort missed their Year 1 phonics test due to lockdown . We were able to train all our teachers in key stage one and some in key stage 2 in Sounds Write phonics approach to support phonic development. Although originally only 2 pupils were pupil premium a further 8 children became eligible during the year. 60% of these children passed the phonics test in Autumn 2020. Overall 68% of the class passed.</p> <p>In March 2020 assessment for Year 6 pupils of the two Pupil Premium pupils , one was on track to achieve Greater Depth. The other was on track to achieve Expected standard. For non-Pupil Premium children the mock SATs in March would suggest 92% of the class were on track to achieve Expected standard.</p>
<p>Improve tables, calculations and problem solving to free working memory for calculations and reasoning. Increase the percentage of Pupil Premium children achieving expected standard against national. Ensure that pupils secure number bonds , number facts and tables to increase mathematical fluency.</p>	<p>In March 2020 4 pupils were eligible for Pupil Premium and two were on track to achieve Expected standard by Summer. All of these pupils had made 2 steps of progress using our tracking system up to Spring term. This is the kind of progress we anticipate pupils will make.</p> <p>At key stage 2 the 2 Pupil Premium children were on track to achieve Expected standard and of these one was on track to achieve Greater Depth.</p>
<p>Attendance and punctuality to be at national average. Ensure that pupil absence is in line with or below national average.</p>	<p>At time of lockdown persistent absence was 12% . This was an improvement on previous year's data and would have been better if we had not had high absence rates in the weeks leading up to</p>

	<p>lockdown. National persistent absence for 2018-19 was 8%.</p> <p>For September 2019- March 2020 attendance overall was 95.2% National for 2018-19 was 96%.</p> <p>In autumn 2020 attendance was 97% overall (above national average) and persistent absence was 8.2% (in line with national average).</p>
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