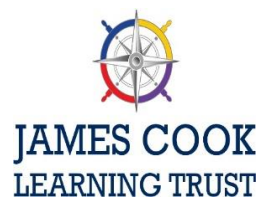


Marton Manor Primary School Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Marton Manor
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	1 st October 2021
Date on which it will be reviewed	14 th February 2022
Statement authorised by	G.Howard
Pupil premium lead	G.Howard

Governor / Trustee lead	J. Sharrocks
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,750
Recovery premium funding allocation this academic year	£5,075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£52,825

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

We have high aspirations for all our pupils to be able to make strong progress in school – regardless of their background and circumstances – to achieve at least the Expected standard or Greater Depth standard wherever possible in their core subjects and to achieve well across the whole school curriculum. We are aware that some of our pupils have additional challenges and may for example have an allocated social worker or may be a Looked After child or be in the care of wider family members. We want to ensure that we address barriers to learning and to support educational recovery in light of the pandemic. Quality first teaching underpins everything that we do and is intended to promote strong progress for all our pupils.

.Through careful diagnostic assessment we will identify where pupils may need additional support and through the use of Pupil Premium and school led catch up tuition we will address individual needs.

Our school tries to use carefully selected evidence- informed interventions, including our own observations of their impact in our school. Through a range of tailored interventions we will ensure that children are appropriately challenged and that this is done as early as we can to avoid cumulative learning loss. Intervention targets will be Specific, measurable, achievable, realistic and timely (with a specific end within 6-10 weeks) Data from these interventions will help us to assess their impact and suitability for our school and pupils. ,

. We want our children to develop cultural capital and to have an extensive vocabulary, to be able to express themselves clearly and accurately. By offering a range of educational experiences and enrichments we will enable them to make learning more meaningful and to develop independence and self-confidence....

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Limited vocabulary and accurate modelling to help children develop oracy and written composition. This may be more prevalent amongst some of our disadvantaged families . School level data suggest that writing is negatively impacted among some of our disadvantaged pupils. This was further impacted during Covid when pupils were learning remotely. Many parents reported finding this very hard to teach at home. Some pupils avoided writing work in favour of other subjects. At the end of Summer 2021 teacher assessment indicated a difference of 22% between the attainment of disadvantaged pupils compared to those who were non – disadvantaged.
2	Lack of family engagement in reading and lack of access to high quality books. This may negatively impact upon reading progress and comprehension of text. Some of our disadvantaged families do not support their children with reading at home and during the pandemic they didn't have the opportunity to read with an adult in school.. In Summer 2021 children completed mock SATs tests and there was a difference of 23% between the attainment of disadvantaged children compared to peers. In the year 2 Autumn phonics test in 2020 there was a difference of 15% between disadvantaged pupils and their peers.
3	Some pupils in disadvantaged circumstances have limited experiences to draw upon to help develop their comprehension of text. Limited funds may make it difficult for families to attend museums, theatres, to travel and to have holidays.

4	Attendance is a priority for our school as identified in our last OFSTED inspection in March 2018. Pupils with poor attendance may limit access to consistent educational provision. Some of our persistent absences data indicates that disadvantaged pupils are often disproportionately represented. This year it has been further disrupted by the incidence of covid cases, isolations and bubble closures as well as a very high incidence of Norovirus in the Autumn term.
5	Children may have very little experience of the purpose of mathematics or understanding of early number concepts. Outcomes from Summer 2021 suggest that attainment of pupils at Expected standard was very similar. However, there was a difference of 13% between pupils who were Pupil Premium reaching Greater Depth standard.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children develop an understanding of coherent written work	Assessment e.g. using Nuffield Early Language Intervention will show improvement in oral language in Reception age pupils. Tracking data will indicate that pupils are showing improvements in their ability to recognise and construct coherent sentences using appropriate grammatical features and accurate punctuation Lesson observations and work scrutiny will show that pupils can draw on teaching and enrichment activities to help them to develop Tier 2 and 3 vocabulary and can draw upon first hand experiences.
Children are able to read for pleasure with fluency and expression	Phonics data will show that children are technically able to decode accurately. Renaissance reading data will indicate improvement in , reading and during pupil interviews are able to talk about a range of texts and authors they have enjoyed.
Pupils who experience enrichment activities demonstrate the impact of this on their learning.	Work scrutiny and contributions of pupils in class discussions will indicate the positive impact of educational visits and enrichment

	activities upon vocabulary development, understanding and engagement in lessons.
Attendance will enable children benefit from access to high quality teaching and intervention	Attendance data and case work will indicate improving attendance patterns. Regular attendance of pupils will enable them to maximise their educational progress. Any persistent absence patterns will be addressed swiftly with positive impact. School will move as close to 96% as possible over the coming year and persistent absence will reduce to national average as swiftly as possible.
Children to develop mastery of early number in early years and key stage 1. At key stage 2 they are able to use calculations in all 4 operations	Key stage 2 Maths outcomes will demonstrate strong progress from disadvantaged pupils. Assessment data will show that pupils can subitise and use number bonds accurately in Early Years and Key stage 1. Key stage 2 pupils can select appropriate calculations and use accurately. to solve problems.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ Training for staff is free for the activities below.

Activity	Evidence that supports this approach	Challenge number(s) addressed
.Staff in Reception will undertake Nuffield Early Language Intervention training and deliver this to pupils.	There is a strong body of research surrounding the NELI approach and we will use screening to identify pupils who will benefit from this approach. (Nuffield Foundation)	1
Staff in key stage 1 and EYFS to undertake Early Mathematics Mastery training and use of rekenreks	Mastery approach teaching has moderate impact for very low cost according to EEF Toolkit. . School based data has improved across all key stages since the introduction of Maths mastery. Rekenreks can be used as an addition to the mathematics lesson and can be used to strengthen number bonds A number of meta analyses on average mastery learning can lead to additional progress of up to 5 months .	5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Writing intervention budgeted costs:10 hours per week for 15 weeks= £6,525 of which £1,525 is to be paid from Pupil Premium and £5,000 from Catch Up school led tuition/ funding.

Reading one-to-one practice, £7,500. Reading comprehension and inference– TA's in school £13,075 plus in-class support and small group work to hone skills. Writing work using Writing Revolution sentence level work and the school's own writing process, handwriting and spelling £13,425

Maths basic skills and conceptual understanding TA support and pre/post teaches £7,500

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted academic support for writing including feedback and oral language work. Some of this will be done through individual feedback and small group teaching by teaching assistants and teachers including through the use of pre and post teaches. Key skills such as handwriting and spelling, grammar and punctuation will also be needed for some pupils.</p>	<p>Feedback is a high impact activity for a low cost. When combined with oral language work which is relatively low cost and moderate impact (EEF Toolkit).</p> <p>Tuition targeted at specific needs and addressing gaps in learning can be effective as one-to-one or small group teaching. Targeted academic support for writing including feedback and oral language work. Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer. These include: · pre-writing activities; · structuring text; · sentence combination; · summarising; · drafting, editing and revising; and sharing. Teachers introduce strategies using modelling and structured support, which is gradually reduced as a child progresses until capable of completing the activity independently. Studies show children benefit from explicit teaching about structure of narrative and information texts. A child's capacity to plan and monitor their writing depends on whether they have enough cognitive resources available. The Simple View of Writing based on the work of Berninger et al highlights key groups of skills that work together as children write:</p>	<p>1</p>

	<ul style="list-style-type: none"> • text generation—which involves thinking of ideas and using oral language skills to put those thoughts into words and sentences; • transcription skills—which enable the writer to move oral language into written language; • executive functions—such as working memory, self-regulation, planning, problem-solving, and monitoring their writing. (EEF guidance report on Improving Literacy ks1.) 	
Focus on basic skills including times tables in Maths.	<p>An exchange programme for teachers from England and Shanghai has informed effective pedagogic strategies for achieving mastery in maths. The striking performance of Pacific rim countries in maths has become well established. They have been measured in successive international tests such as TIMMS and PISA.</p> <p><u>Memorisation and repetition</u> of key facts such as tables and number bonds frees up working memory to focus on more complex problem solving , rather than reaching cognitive overload . In terms of procedural fluency and conceptual understanding, one should not be prioritised over the other. Learning is most fully integrated when the two are fully integrated. EEF Toolkit for Mathematics. ۲</p>	5
Additional phonics, targeted reading and comprehension / inference training will be used to support pupils who require additional support in these areas.	Sounds Write phonics has a strong evidence base which indicates a positive impact for all pupils. Regular additional targeted interventions have greater impact when delivered over a series of up to 12 weeks. (Sounds Write evidence base)	2

EEF Toolkit/ phonics. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. 2

targeted interventions for pupils requiring further support. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early reader. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics may therefore improve decoding skills more

<p>Focus on oral language-centred approach throughout EYFS, including CPD on the delivery of Nuffield Early language Intervention.</p>	<p>quickly for pupils who have experienced these barriers to learning.</p> <p>Focus on oral language-centred approach throughout EYFS, including CPD on the delivery of Nuffield Early language Intervention. The number and quality of conversations children have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Where children share their ideas with support and modelling from their teacher, using sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. There is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is likely to be more important than the quantity. Research shows that oral language skills, the foundations of which are developed by age four, are strongly associated with children's literacy, numeracy and educational attainment. However, there exists a gap between the language skills of disadvantaged children and their more advantaged counterparts. Early intervention has great potential to narrow this gap, and the Nuffield Early Language Intervention has previously demonstrated considerable promise.</p>	
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<p>One to one reading practice and implementation of comprehension interventions</p>	<p>Children who received the NELI programme made the equivalent of three additional months' progress in language skills, on average, compared to children who did not receive NELI.</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils. Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Research has identified remedial and tutorial use of</p>	
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	<p>technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. For this reason we use Renaissance Reading which allows us to track children's reading habits and to pick up on children who are not reading regularly or completing comprehension tests linked to the books they are reading and the scores they are achieving .</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4,000 and £3,200 for educational visits and enrichment = £7,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance checks and support weekly from attendance officer. .Home visits and attendance case conferences as needed. .	Our use of this approach in the previous academic year led to an improvement in persistent absence and overall attendance. It is particularly helpful in challenging condoned absence.	4
Educational visits and enrichment opportunities to promote self – motivation, teamwork and independence. Exposure to a range of learning environments and vocabulary will help pupils to	Outdoor adventure learning has a moderate impact for moderate cost. Studies consistently show positive benefits on academic learning. Experiences over a week have the biggest impact. It is important to develop these skills back in the classroom for the maximum benefit to pupils e.g.	3

become more articulate and informed in their work across written.	persistence, self-confidence, motivation and problem-solving. (See EEF Toolkit)	
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Total budgeted cost: £ 31,425 plus £3,200 from P.E. grant.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Our review of data and our monitoring of pupils' work indicates that the youngest pupils- particularly disadvantaged pupils have been most adversely affected by the pandemic. These pupils have not had the opportunity to acquire essential basic skills in some cases, and for those that did not engage in remote learning this has been a greater detriment to progress. Other pupils across school were also affected during the pandemic due to the lack of routine and consistent learning, and access to interventions which some were already needing. This has been documented nationally e.g. in the work of Pensiero et al 2020.

For disadvantaged pupils that did engage in remote learning there were some pleasing gains in pupil progress. This was due to the resolute approach by our staff in providing high quality teaching and support as well as meeting the needs of key worker pupils and vulnerable pupils in school. Disadvantaged pupils in school during lockdown tended to fare better and often derived additional

benefit from the small group teaching that staff were able to provide. However, some of these classes and individuals had the added disadvantage of having several two week isolations due to contact with positive covid cases at school and in their families. Year 1 class was particularly badly affected.

Data for Summer for 2021 assessment indicates that disadvantaged pupils were, in most classes and subjects, working below their non-disadvantaged peers. Reading and Maths tended to be stronger than writing but well below previous attainment for all year groups. Writing has been a particular casualty of remote learning due to the difficulties some parents expressed in motivating their children to write and in some cases their own anxieties about working on this subject with their child.

We were not able to implement in full the improvements we wanted to make through targeted interventions and pre/ post teaches for pupils working remotely. Despite providing laptops from the DfE – mostly in the second lockdown - some pupils did not engage or engagement was erratic. Attendance has again been affected this term by Covid infections and norovirus and this has severely impacted some disadvantaged learners. This is an absolute priority for us in the coming months.

This has been an opportunity for us to take stock of what is working well and where we need to make improvements to our work in school and we hope that this plan will help us to make a real difference to the lives of all our pupils and especially those who have the greatest challenges.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Phonics	Sounds Write

Maths mastery	Archimedes Maths Hub.
Early Language	Nuffield Early Language Intervention

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We only had one eligible pupil and that child's funding was used to provide teaching assistant support to provide support for intervention.
What was the impact of that spending on service pupil premium eligible pupils?	<p>Tw years ago this child was unable to access the NFER test in Reading in their year group. Last summer the child was able to access the test and across the year show an improvement in test scores..</p> <p>In Maths the same child improved their Maths score by 7 points last summer compared to summer two years ago. This is despite lockdown and some loss of face to face learning. This child made expected progress in writing last summer.</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.