Pupil premium strategy statement

School overview

Metric	Data
Marton Manor Primary School	.
Pupils in school	213
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	.£47,750
Academic year or years covered by statement	2021-22.
Publish date	10th July 2021.
Review date	17.12.21.
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	.n/a
Achieving high standard at KS2	n/a

Measure	Activity
Priority 1	Provide quality first teaching in Writing and support, including intervention for pupils to work at sentence structure, spelling, grammar, and ambitious vocabulary. Monitor the impact on Pupil Premium children to ensure these pupils make strong progress. Identify pupils with potential for Greater Depth and address their needs to ensure that they are able to achieve the standard.
Priority 2	Develop reading fluency and speed . Work on inference and deduction in comprehension skills . Increase the percentage of children reaching expected standard against their starting points, so that more pupils achieve the expected standard. Support Pupil Premium children identified with potential for Greater Depth to support them to achieve the standard.
Priority 3	Use Early Number intervention to support all pupils in EYFS to improve number skills and subitising. Improve number bonds and tables, Ensure that Pupil Premium children achieve expected standard. Pupils with potential for Greater Depth should be supported to achieve the standard.
Prioriity 4	Attendance and punctuality to be at national average. Ensure that pupil absence is in line with national

	average. Identify and challenge unauthorised patterns of absence.
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 use Writing Revolution approach to provide intervention and class support to improve work. Phonics to be used to support younger pupils' writing. Years R-6 to use this approach with timetabled TA support (£15,000).
	Screen all children from Year 2-6. for reading speed. Intervene as needed. Work on guided reading. Hear target pupils from Reception – Y6 read daily where possible, and work specifically on inference and deduction for identified pupils (£15,000)
	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 Early Number approach at the start of each Maths session to improve number bonds and subitising. Use TT Rockstars, Mathswatch materials each morning to improve pupils' fluency and understanding. £13,750

	Monitor attendance daily and chase up lateness or absence . Tackle persistent absence through early intervention, warning letters, attendance case conferences and home visits. £4,000.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Reading outcomes in 2018-19 were lower than usual and we are aware that slow reading speeds and limited vocabulary are hindering some children's progress through increasingly long texts during SATs tests. During lockdown some pupils did not read regularly / at length. Staff felt that although pupils were asked to complete comprehension tasks the skills were not being taught as we would during whole class guided reading	July 2022
Progress in Writing	.Writing and spelling is one of our school priorities. During lockdown some parents reported a lack of motivation to write at home by their children and when submitted, some work has been of an inferior quality at times. This has been a key priority for us. Local dialect sometimes results in grammatical errors and weak spelling which we must address if pupils are to reach the expected standard. .	July 2022
Progress in Mathematics	. Pupils need to secure basic skills in Maths including number bonds and multiplication tables as well as	July 2022

	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	
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 in EYFS, key stage 1 and 2 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 2022

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 all 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	. Reading assessments, teaching assistant support across Years 1-6 for pre and post teaches and interventions for comprehension skills. **Provide teaching assistant support to deliver interventions in Maths** Support for Sounds write training

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. Attendance case conferences to be held as required to improve persistent absence/ lateness.

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.	Plan for potential further lockdowns to try and promote remote learning for all families. Administer laptops for pupils who have no devices at home. Monitor, make contact and support families - especially

		those who have not engaged regularly with 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 in key stage one. Pupils with potential for Greater Depth address key skills from criteria. Reduce Pupil Premium and national data gap for expected standard. Increase Greater Depth for Pupil Premium children and their peers	
. Develop reading fluency and speed . Work on inference and deduction in comprehension skills . Increase the percentage of children reaching expected standard against national	
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.	

Attendance and punctuality to be at national average. Ensure that pupil absence is in line with or below national average.	At time of lockdown persistent absence was 12% . In Summer 2021 it was at 8%.

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 2021 to 2022 academic year.

What we have achieved:

- Developed our staff to ensure that they are able to provide quality first teaching and carefully targeted support and intervention (through staff training and additional resources).

- Used data tracking and assessment to identify where additional support and intervention are needed.

- Supported pupils' social and emotional needs to ensure that they are ready to learn.

- Our robust attendance strategy has identified pupils targeted for additional support with attendance

- Provided enrichment and first hand experiences to develop children's knowledge and understanding of the world and vocabulary development.

Early Years outcomes disaggregated data

59% of pupils achieved a Good Level of Development when we remove data for support base pupils working well below age related expectations. Of the 3 pupils in receipt of Pupil Premium one pupil achieved the Expected standard. We want to improve on this through early intervention and support.
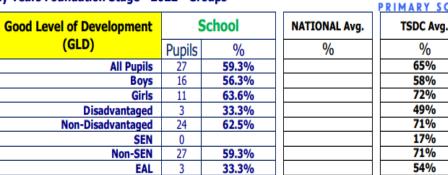
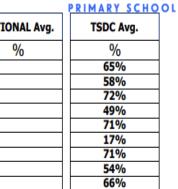**EARLY YEARS FOUNDATION STAGE**

JAMESCOOK Marton Manor Primary

Early Years Foundation Stage - 2022 - Groups

Good Level of Development (GLD)	School		NATIONAL Avg.	TSDC Avg.
	Pupils	%	%	%
All Pupils	27	59.3%		65%
Boys	16	56.3%		58%
Girls	11	63.6%		72%
Disadvantaged	3	33.3%		49%
Non-Disadvantaged	24	62.5%		71%
SEN	0			17%
Non-SEN	27	59.3%		71%
EAL	3	33.3%		54%
Non-EAL	24	62.5%		66%

JAMESCOOK Marton Manor Primary

MARTON MANOR
PRIMARY SCHOOL

School Disadvantaged vs National - Phonics Screening 2018-2022 - Three Year Average

JAMESCOOK Marton Manor Primary		2018			2019			2022			3YR Avg		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. of pupils	ALL	12	15	27	20	11	31	11	17	28	43	43	86
School Dis Cohort	School Dis	1	3	4	2	0	2	0	2	2	3	5	8
	SEN	0	2	2	0	0	0	0	0	0	0	2	2
	EAL	0	0	0	0	0	0	0	2	2	0	2	2
	LAC	0	0	0	0	0	0	0	0	0	0	0	0
	NOTE: Pupils may have multiple characteristics i.e. be eligible for FSM, have SEN and EAL												
Phonics Analysis		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
% achieving the expected standard	School Disadvantaged	0.0%	33.3%	25.0%	100.0%		100.0%		100.0%	100.0%	66.7%	60.0%	62.5%
	National Other	81%	88%	84%	81%	88%	84%				81%	88%	84%
	GAP School Dis vs Nat Other	-81.0%	-54.7%	-59.0%	19.0%		16.0%				-14.3%	-28.0%	-21.5%
	National All Pupils	78%	85%	82%	78%	85%	82%				78%	85%	82%
	National Disadvantage	66%	76%	71%	66%	76%	71%				66%	76%	71%

We had two disadvantaged pupils in Year 1 who both passed the phonics test. We believe this is de to the positive impact of our Sounds Write phonics programme and staff training.

At key stage 1 we had 13 pupils in receipt of pupil premium

Key Stage 1 SATs Disadvantaged pupils compare less favouably thatn national in reading, writing and mathematics. Disadvantaged boys' attainment is lower in all subject areas. Girls are weaker in maths.

Percentage of pupils working at expected standard or greater depth

Disadvantage Analysis

PERFORMANCE DATA			2022			The graphs below show how disadvantaged pupils in school (School Dis) compare against non disadvanatged pupils nationally (National Other), all pupils nationally (National All) and disadvantaged pupils nationally (National Dis)
			Boys	Girls	Total	
No. of pupils	All		17	12	29	
School Dis Cohort	PP		8	5	13	
		SEN	0	0	0	
		EAL	7	5	12	
		LAC	2	0	2	
READING TA	School Disadvantage		50.0%	80.0%	61.5%	% expected standard or greater depth — School Dis 62% — 0% National Other — 0% National Dis
	National Other					
	GAP School Dis vs National Other					
	National All Pupils					
	National Dis					
WRITING TA	School Disadvantage		37.5%	80.0%	53.8%	% expected standard or greater depth — School Dis 54% — 0% National Other — 0% National Dis
	National Other					
	GAP School Dis vs National Other					
	National All Pupils					
	National Dis					
MATHS TA	School Disadvantage		50.0%	40.0%	46.2%	% expected standard or greater depth — School Dis 46% — 0% National Other — 0% National Dis
	National Other					
	GAP School Dis vs National Other					
	National All Pupils					
	National Dis					
SCIENCE TA	School Disadvantage		75.0%	100.0%	84.6%	% expected standard or greater depth — School Dis 85% — 0% National Other — 0% National Dis
	National Other					
	GAP School Dis vs National Other					
	National All Pupils					
	National Dis					

Key stage 2 SATs

Disadvantage Analysis (vs National)

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

PERFORMANCE DATA Expected Standard		2022			KEY: The graphs below show the difference between Disadvantaged Pupils in school compared to Other Pupils, All Pupils and Disadvantaged Pupils Nationally
		Boys	**Girls**	**Total**	
No. of pupils		12	17	29	
School — Disadvantaged pupils characteristics:	**Disadvantage**	5	3	8	☐ School Dis ☐ National Other
	SEN	0	0	0	■ National All ■ National Dis
	EAL	5	3	8	
	LAC	0	0	0	
GPS* TEST	School Dis	100.0%	33.3%	75.0%	% expected standard or high score — 75%
	National Other				
	GAP School Dis vs National Other				
	National All				
	National Dis				
READING TEST	School Dis	80.0%	66.7%	75.0%	% expected standard or high score — 75%
	National Other				
	GAP School Dis vs National Other				
	National All				
	National Dis				
MATHS TEST	School Dis	100.0%	33.3%	75.0%	% expected standard or high score — 75%
	National Other				
	GAP School Dis vs National Other				
	National All				
	National Dis				
WRITING TA	School Dis	60.0%	33.3%	50.0%	% expected standard or greater depth — 50%
	National Other				
	GAP School Dis vs National Other				
	National All				
	National Dis				
RWM TEST (Reading / Maths) TA (Writing)**	School Dis	60.0%	33.3%	50.0%	% expected standard or high score — 50%
	National Other				
	GAP School Dis vs National Other				
	National All				
	National Dis				

Year 4 Multiplication tables check 13% of the class achieved full marks. Outcomes are disappointing and this is a priority for our mathematics teaching and intervention in 2022-23.

Key stage 2 outcomes disaggregated data

Attainment in reading and writing is above national average. In Mathematics the data is within one pupil of the national average. We want our outcomes to be stronger than this and have plans in place to provide intervention and support for identified pupils in the coming year.

Of our children in receipt of pupil premium 75% (6 pupils out of 8) achieved the expected standard or a high score in reading, maths, and grammar, punctuation and spelling. This is in line with advantaged pupils and above national average.

In writing 50% of pupils (4 out of 8) achieved the expected standard in writing. This in turn impacted the combined score in reading, writing and maths at 50%. This is an area of particular focus for intervention and support in the coming year.   .