



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 Primary School
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	23% (44 children paid out on but 48 in receipt of PP).
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	09.11.22
Date on which it will be reviewed	31.12.22

Statement authorised by	G.Howard
Pupil premium lead	G.Howard
Governor / Trustee lead	J. Sharrocks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,000
Recovery premium funding allocation this academic year	£8,397
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	£69,397

Part A: Pupil premium strategy plan

Statement of intent

Marton Manor Primary School is situated in the middle of Marton Manor housing estate although approximately 50% of pupils come from the nearby Easterside estate and other estates close by. Our Support Base pupils are drawn from across the town.

Although our pupil premium numbers are close to national average at 23% we are aware that this is decreasing because of changes to the benefits system. However in some year groups the percentage of pupils eligible for pupil premium is much higher. We are also aware that some of our families just miss the eligibility criteria and are finding the current economic climate challenging. We know that nationally there is a gap between the attainment and progress of advantaged pupils and those who are not and we aim to close this gap as quickly as possible, so that all children have the same opportunities and support they need to be successful.

Our aim is to build well-rounded individuals who are aspirational and life long learners. We want to provide them with a secure education and the cultural capital to enable them to have the very best life chances. To achieve this we aim to remove any barriers to learning and to enable them to be successful and resilient young people. We know that quality first teaching is central to our purpose and where needed intervention and additional support. In addition we want to support those who are already doing well to maximise their talents and to achieve all that they are capable of achieving.

- We will use our baseline information and termly assessment to identify pupils needing additional support.*
- We will use pupil progress meetings to identify the support and interventions individual pupils need*
- Where needed we will use Special Needs support plans to identify what can be done to strengthen children's attainment and progress including their communication and interpersonal skills*
- We will use quality first teaching and timely interventions and measure the impact of these to ensure they are working*
- We will work with parents to involve them in sharing our aims and in supporting their child*

- *We will ensure that staff are sensitive to the needs of our pupils and able to address them through their quality first teaching and interventions*

Challenges

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

Challenge number	Detail of challenge
1	Some families had not engaged in home learning in lockdown and are not heard to read at home. This has led to a learning deficit in reading and phonics impacting their fluency, reading speed and ability to tackle long texts. In addition these pupils often have a limited vocabulary which make comprehension of a text challenging.
2	Teachers have a diverse group of learners and lack of engagement by some pupils during lockdown has widened the gap between pupils' attainment and progress. This means that some learners need additional support and intervention to enable them to address gaps in learning. We need to ensure that these interventions are the right ones and are having an impact across target groups in school.
3	We have a higher than average group of pupils coming into school with additional needs including speech and language issues, toilet training, mental health social development and special educational needs.
4	In some homes a lack of time to support children, lack of books/ important first hand experiences mean that children have not developed age appropriate understanding and language of the wider world.
5	Holidays in term time and condoned absence by some are impacting some children's ability to make progress.

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
For more of our children to have positive outcomes at the end of EYFS to provide a strong platform for subsequent access to the national curriculum.	An increased number of pupils will achieve a Good Level of Development at the end of Reception. This will involve more children achieving their Reading, Writing and Number work objectives.
Improve life chances and cultural experiences.	Children have a range of experiences – especially first hand experiences and enrichment that will provide them with greater knowledge and understanding of the world and will extend their vocabulary which we know is so important for their academic success.
Continue to improve the quality of writing structure, spelling, grammar, and ambitious vocabulary particularly for vulnerable learners to ensure that they can meet the Expected standard at the end of the academic year and especially vulnerable learners .	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.
Use Sounds Write phonics to teach reading and spelling across school so that pupils can read with accuracy and write words applying the phonics sounds they have been taught.	A high percentage of pupils will pass the phonics test at the end of year 1 and re-sits by the end of year 2. Written work will demonstrate application of phonics sounds taught. In key stage 2 an increasing percentage of pupils will pass the NFER or mock SATs test. This will also positively impact writing outcomes of which spelling is an important component.

Develop reading fluency and speed. Work on inference and deduction in comprehension skills .	Increased percentage of pupils reaching expected standard against national average. This is an essential life skill and enables pupils to access all curriculum areas.
Improve tables, calculations and problem solving to free working memory for calculations and reasoning. Ensure that pupils secure number bonds , number facts and tables to increase mathematical fluency	Increase the percentage of vulnerable pupils achieving Expected standard against national average at key stages one and two. An increased percentage of pupils will demonstrate rapid recall of multiplication tables and number bonds. This is an important life skill and will increase employment opportunities.
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	Improved attendance for target families whose attendance is a concern. Fewer children with persistent absence and overall attendance in line with national average.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training in Sounds Write phonics. 3 Early Career teachers and 2 teaching assistants £2,350. 4 day Training. Supply cover 12 teacher and 8 teaching	The Education Endowment toolkit says that professional development for staff has a greater impact for vulnerable pupils.	1.

assistant cover days £3,200= £5,550.		
Purchase of IDL software £500 plus training for Mastering Number for 3 Early Career teachers and 2 teachers working with groups that need to accelerate progress in Maths. £1,200 supply cover and £400 supply cover for monitoring to identify what is working well and any areas for development. = £2,100		3.
Introduce a new grammar, punctuation and spelling scheme to provide structured and consistent teaching and secure basic skills. Approximately £800		2.

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using Sounds Write phonics, ensure that pupils who need additional support receive this to help them reach the phonics check expected pass rate at the end of	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). EEF Toolkit/ phonics.	1.

<p>key stage 1. Ensure that pupils who did not pass in Year 1 are targeted for support to ensure that they pass at the end of year 2..</p>	<p>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, (thought not necessarily comprehension) 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 quickly for pupils who have experienced these barriers to learning.</p>	
<p>Careful monitoring of Renaissance Reading activity by individual pupils and Target readers will be heard frequently across the week and will</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</p>	<p>1.</p>

<p>discuss the content including any unknown vocabulary to ensure that their Tier 2 and 3 vocabulary is improving. This along with subject teaching of vocabulary will support them in developing their language</p> <p>Teaching comprehension skills to pupils such as inference and deduction, teaching skimming and scanning techniques for pupils who are struggling in this area. .</p>	<p>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 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>	
<p>Writing intervention and pre/ post teaches as well as in class support. (7 teaching assistants</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). Tuition</p>	<p>3.</p>

<p>involved in daily sessions £14,000) Ensure that handwriting intervention and presentation are a high priority for all. TA support £2,000</p> <p>Catch Up teacher to be used to support writers to improve sentence structure, grammar, punctuation and vocabulary choices. £8,397. School to subsidise remaining 40% from Pupil Premium.£5,560.(This would provide £14,000 tuition funding – 660 hours)</p>	<p>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 · 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.)</p>	
<p>Provide support for pupils to help strengthen number bonds,</p>	<p>Mastery approach teaching has moderate impact for very low cost according to EEF Toolkit. . School based</p>	<p>2.</p>

<p>multiplication tables and calculations. Use nurture groups to address misconceptions and gaps in maths attainment. Use IDL as an intervention programme to help weaker pupils to strengthen their computational skills and fluency. Provide pre and post teaches and intervention for pupils whose progress is stalling.</p> <p>Identify pupils with potential for Greater Depth to ensure that they are given sufficient challenge and support.</p>	<p>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</p> <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. Memorisation and repetition 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. .</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Conduct daily and weekly monitoring of attendance registers to ensure that all pupils are attending regularly and any</p>	<p>Our use of this approach in the previous academic year led to an improvement in persistent absence and</p>	<p>4.</p>

<p>unauthorised or persistent absence is challenged and leads to improvement. Attendance case conferences to be held as required to improve persistent absence/ lateness. £4,400 for attendance officer weekly support.</p>	<p>overall attendance. It is particularly helpful in challenging condoned absence.</p>	
<p>Provide support for social and emotional learning and for pupils struggling with mental health issues e.g. through Jigsaw PSHE programme, the Bungalow Project, The Junction and Thrive as needed.</p>	<p>There is evidence that associates childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved attitudes, behaviour, relationships and academic performance).</p>	

Total budgeted cost: £0

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%

KEY STAGE ONE PHONICS YEAR ONE

JAMESCOOK Marton Manor Primary



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 due 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 favourably than 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 disadvantaged 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%	<p>% expected standard or greater depth</p> <p>School Dis 62%</p> <p>0% National Other</p> <p>0% National Dis</p>
	National Other				
	GAP School Dis vs National Other				
	National All Pupils				
	National Dis				
WRITING TA	School Disadvantage	37.5%	80.0%	53.8%	<p>% expected standard or greater depth</p> <p>School Dis 54%</p> <p>0% National Other</p> <p>0% National Dis</p>
	National Other				
	GAP School Dis vs National Other				
	National All Pupils				
	National Dis				
MATHS TA	School Disadvantage	50.0%	40.0%	46.2%	<p>% expected standard or greater depth</p> <p>School Dis 46%</p> <p>0% National Other</p> <p>0% National Dis</p>
	National Other				
	GAP School Dis vs National Other				
	National All Pupils				
	National Dis				
SCIENCE TA	School Disadvantage	75.0%	100.0%	84.6%	<p>% expected standard or greater depth</p> <p>School Dis 85%</p> <p>0% National Other</p> <p>0% National Dis</p>
	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	
	SEN	0	0	0	
	EAL	5	3	8	
	LAC	0	0	0	
GPS* TEST	School Dis	100.0%	33.3%	75.0%	
	National Other				
	GAP School Dis vs National Other				
	National All				
	National Dis				
READING TEST	School Dis	80.0%	66.7%	75.0%	
	National Other				
	GAP School Dis vs National Other				
	National All				
	National Dis				
MATHS TEST	School Dis	100.0%	33.3%	75.0%	
	National Other				
	GAP School Dis vs National Other				
	National All				
	National Dis				
WRITING TA	School Dis	60.0%	33.3%	50.0%	
	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%	
	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. .

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.