

Pupil premium strategy statement – Marton Manor Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	258
Proportion (%) of pupil premium eligible pupils	24.3%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Lucy Rehbohm, Headteacher
Pupil premium lead	Deborah Docherty, Deputy Headteacher
Governor / Trustee lead	Joanne Coe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,855
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£10,968
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£85,823

Part A: Pupil premium strategy plan

Statement of intent

At Marton Manor Primary School, we have high aspirations for all our pupils to be able to make good progress in school, irrespective of their background and circumstances or the challenges they face, to achieve at least the Expected standard or Greater Depth standard wherever possible in their core subjects and to achieve high attainment across the whole school curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, as this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefitting the non-disadvantaged pupils in our school.

Also, 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 (SMART). Data from these interventions will help us to assess their impact and suitability for our school and pupils.

In addition to this, we will continue to focus on improving attendance and providing support to our vulnerable and disadvantaged children, many of whom have a range of additional needs linked to mental wellbeing and family support. Through our Thrive practitioner, working alongside The Junction and becoming a Proclaim school we will ensure that school is a place where vulnerable children feel safe, relaxed and supported; attendance is good and there are no emerging gaps through absence; and tangible actions to support vulnerable individuals are set and reviewed in conjunction with teachers in response to emerging needs.

Challenges

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

Challenge number	Detail of challenge
1	<p>Children's mental health and well-being</p> <p>We have seen a significant increase in the number of parents seeking help from our pastoral lead, with a disproportionately high percentage of PP families experiencing difficulties and requesting support.</p>
2	<p>Our attendance data for 2022-23 indicates that attendance among disadvantaged pupils has been 1.7% lower than for non-disadvantaged pupils and for the academic year 2023-24 this has increased in the autumn term to 3.1% lower. There were 18 disadvantaged pupils last academic year who were persistent absentees.</p> <p>In the autumn term of 2023 30% of pupil premium pupils have had less than 90% attendance.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>Lack of family engagement in reading and lack of access to high quality books. Some of our disadvantaged families do not support with reading at home, therefore these children struggle to keep up with developing automaticity and comprehension skills.</p> <p>Greater number of pupils entering school with speech and language difficulties.</p> <p>In 2023, 43% of disadvantaged pupils met the expected standard in phonics. By the end of KS2 60% of disadvantaged pupils reached expected + (75% of all pupils).</p>
4	<p>Children may have very little experience of the purpose of mathematics or understanding of early number concepts. In most year groups across school there was a significant difference in the percentage of disadvantaged children reaching ARE in Maths, when compared to non-disadvantaged children.</p> <p>Internal and external assessments indicate that MTC attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>

	In 2023 disadvantaged pupils had an average score of 12.8. It was 17 for all pupils. This gap is evident throughout KS2.
5	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, access to hobbies or enrichment experiences

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2023/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Attendance of disadvantaged children to be broadly in line with non-disadvantaged	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.
Greater % of disadvantaged children to meet expected standard in phonics at the end of Y1.	Y1 phonics outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard.
MTC average score for disadvantaged children to be broadly in line with non-disadvantaged pupils	Disadvantaged average MTC score to be 20 or higher

Children are able to read for pleasure with fluency and expression	Phonics data will show that children are technically able to decode accurately. Teacher assessment and/or test 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 to develop mastery of number facts.	Key stage 2 Maths outcomes will demonstrate strong progress from disadvantaged pupils. Half termly assessment data will show that pupils at key stage 1 and 2 are able to recall number bonds and times tables facts with increasing accuracy.

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: £16,500 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds Write phonics approach embedded across school, including targeted interventions for pupils requiring further support with a consistently high-quality daily phonics sessions	The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. 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.	3

<p>delivered to all pupils in Reception-Y2.</p> <p>Targeted intervention SW sessions to be delivered across Rec-Y3 and to SEND pupils across KS2.</p> <p>Experienced Year 3 teacher to support delivery of Sounds Write lessons across Reception, KS1 and Year 3.</p> <p>All new teachers to receive high quality CPD in Sounds Write approach and implementation.</p>	<p>EEF rating: High impact (+5 months)</p> <p>Evidence base: high</p> <p>Cost: high</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Purchase reading material matched to Sounds Write programme for Reception, and Key Stage 1.</p>	<p>Strong body of evidence supporting the delivery of phonics using a coherent, well structured programme such as Sounds Write.</p> <p>EEF rating: High impact (+6 months)</p> <p>Evidence base: high</p> <p>Cost: moderate</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3
<p>Focus on embedding Mastering Number in Reception – Year 2 so that all children from Reception through to Y1 and Y2 have secured firm foundations in the development of good number sense.</p>	<p>Mastering Number programme developed by the National Centre for Excellence in Teaching of Mathematics (NCETM).</p> <p>The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future ‘Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.’ (EEF guidance). By implementing the Mastering Number programme the aim is to ensure that the gap in understanding of core number concepts between disadvantaged and non-disadvantaged children is narrowed.</p>	4

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

Budgeted cost: £42,500 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one reading practice and implementation of oral / language interventions.</p> <p>Oral language approaches include targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</p>	<p>Language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p> <p>EEF rating: High impact (+6 months) Evidence base: high Cost: moderate</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	3
<p>Maths number fact intervention and multiplication intervention for children who require additional support in maths across KS1 and KS2 to address gaps.</p>	<p>Research suggests that when children are supported in their knowledge and understanding of key facts, this reduces stress when faced with mathematical problems. Securing key facts in an intervention encourages a sense of familiarity and security which enables children to develop confidence in tackling problems.</p>	4

	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>EEF rating: High impact (+5 months) Evidence base: moderate Cost: moderate</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
<p>Blast boosting language, auditory skills and talking, a speech and language intervention for pupils in Nursery and Reception and older children with additional needs</p> <p>Focus on oral language-centred approach throughout EYFS, including CPD on the delivery of Nuffield Early language Intervention.</p>	<p>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</p>	<p>3</p>

	<p>attainment. However, there exists a gap between the language skills of disadvantaged children and their more advantaged counterparts.</p> <p>EEF rating: High impact (+6 months)</p> <p>Evidence base: high</p> <p>Cost: low</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,823 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance checks and weekly support from educational welfare officer.	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p>	2
<p>Access to enrichment activities and residential visits.</p> <p>Disadvantaged pupils to have priority to extended school clubs. Activities to be organised for during the school day so those pupils who cannot attend after school have access.</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>EEF rating: moderate impact</p> <p>Evidence base: moderate</p>	5, 1, 3, 4

<p>Residential for KS2 pupils - pupils on pupil premium receive a free place.</p>	<p>Cost: low https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access, without which some pupils may have limited experiences to draw upon to help develop their understanding of text types in reading. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can also support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak.</p> <p>EEF rating: - Evidence base: weak (academically) Cost: moderate</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	
<p>Social and emotional learning approaches – including Thrive therapy sessions, The Junction, The Bungalow partnership, Headstarters</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year</p>	<p>1</p>

	EEF rating: - positive impact, +4 months Evidence base: low Cost: low https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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Total budgeted cost: £85,823

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- An increased number of pupils achieved a Good Level of Development at the end of Reception. 75% of disadvantaged children achieved their reading and writing (76.9% non-disadvantaged) and 100% of disadvantaged children achieved Number (76.9% non-disadvantaged).
- Pupils have benefited from a range of experiences – especially first-hand experiences and enrichment. These experiences have included:
 - *taking part in Snappy Christmas, a local concert for parents and family*
 - *visits to Stewart Park to enhance art, history and geography learning*
 - *a trip to Eden Camp*
 - *a visit to Saltburn*
 - *a 2 night residential trip to Robinwood*
 - *A pantomime visit*
 - *attending a wide range of sporting competitions and festivals*
 - *Sports Week which gave pupils opportunities to try new activities and sport*

These experiences have enhanced and inspired learning and have made learning more memorable. Pupil voice shows that the children appreciate and have enjoyed this enhanced learning.

- The gap between our pupil premium children and national data in key stage 1 has narrowed in writing and significantly narrowed in reading and maths. 100% of disadvantaged pupils achieved expected standard in reading and maths, and 67% in writing.

- We have continued to train staff in the Sounds Write Programme and also continued to purchase reading books which were closely aligned to this programme. Despite our best efforts, a number of children in Year 1 did not reach age expected in the Phonic Reading Check. However, internal observations demonstrated that Sounds Write was having a positive impact in those year groups it is being taught and Y1 was cohort specific.
50% of pupil premium pupils passed their phonics test in Y1, compared to 67% nationally.
- The percentage of pupil premium pupils reaching expected standard in reading at the end of KS2 increased from the previous year. However, it is still below national average.
- The percentage of vulnerable pupils achieving expected standard against national average at key stage one in maths increased from 40% to 100% but in key stage two it dropped to 40% . The average score for disadvantaged pupils in the Y4 multiplication tables check was also lower than the previous year.
- Improved attendance for target families whose attendance is a concern. Fewer children with persistent absence and overall attendance in line with national average.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Phonics	Sounds Write
Maths Mastery	Archimedes Maths Hub

