

Pupil Premium Report Marlborough Primary School 2018-19

Total Pupils on roll		217
Total amount received 2018-19		£36,500
Financial year	Amount of Pupil Premium Funding	
2018-2019	£ 36,500	
	2017-2018	2018-2019
Percentage of FSM Pupils		
Number of FSM pupils eligible for Pupil premium	25	21
Number of Services pupils eligible for Pupil Premium	4	6
Number of looked after children eligible for Pupil premium	1	3

Intervention	Amount allocated (£)	New or cont	Year group and pupils involved	Intended outcomes	Monitored by	<u>Impact and Reasoning</u>
Diminishing the difference between PP children in Maths	£4,000	Cont	Years 2, 3,4,5 and 6	PP children to achieve in line with their peers <ul style="list-style-type: none"> • To enable high level learning in class to be more accessible. • Reinforce and rehearse key skills in Numeracy • To revise and rehearse basic key skills in numeracy. To increase confidence in fast recall of facts • To build transferrable basic skills. 	LP	100 % at Y6 pp achieved expected compared with 77% of all children at Y6.Nationally 79% of all children attained the expected standard. Throughout the school: 82 % of PP achieved expected across the school compared with 82% all across the school (Y1-6). Therefore there is no gap between the attainment of all and Pupil premium.

Nessy intervention	£1,000	Cont	Junior classes	<ul style="list-style-type: none"> To help raise attainment in writing by targeting spelling 	LP	<ul style="list-style-type: none"> We changed how we delivered the intervention so that it was delivered on a daily basis We also had a year 6 group who accessed it daily in the afternoon with the clas TADaily doses showed more impact and a general change in how we delivered spelling to all had a positive impact on NGST scores throughout the school. <p>Writing across the school:76% of Pupil Premium gained expected compared with 72%..100% of Pupil Premium at Y6compared with 58% of all Y6.</p>
Early support for writing intervention	£1,500	new	Infant classes	<ul style="list-style-type: none"> To diminish the difference between PP children in writing and phonics using precision teaching techniques. Tailored intervention directed by class teachers. 	LP/ KF	<ul style="list-style-type: none"> 100 % of Pupil Premium children in Year 1 gained the expected score or higher in phonics. Some positive progress in writing but this is an area that still needs support.
Learning to Learn Meta cognition	This was provided by another school but continued by a member of staff at our school.	Con	All year groups	<ul style="list-style-type: none"> .Enable all pupils the opportunity to build stronger meta cognition skills and Learning to Learn strategies 	MS	<ul style="list-style-type: none"> Improved talk about Learning. Improved outcomes in most year groups. Continue with this next year.

Achievement for All support	£5,000	new	All year groups and all staff and many governors	To raise the profile of Pupil premium children amongst all staff so that everyone is aware of the barriers which exist. Support parental engagement of those more difficult to reach parents.	LP/	<ul style="list-style-type: none"> Staff training by A for A coach raised the profile for Pupil Premium children throughout the school. The pupil premium children mostly achieved well throughout the school. 100% gained the phonics score at Y1, 100 % writing and Maths at Y6 See internal data too. Staff were always talking and thinking about how to remove the barriers for all children.
Family Support Worker	£2,000	Cont	All year groups	<ul style="list-style-type: none"> To increase resilience within families and to improve outcomes for vulnerable families. To increase engagement of families with the school Increase support for families where the extended family support might not exist Supporting families at key transition points Increase attendance of vulnerable families. 	LP	<ul style="list-style-type: none"> The investment of a Family support worker has been very successful in engaging hard to reach families and was positively praised in the Pupil Premium report. We have not used this intervention in the Spring or Summer term this year as it wasn't required.
Forest School	£4,500	Cont	targeted children	<ul style="list-style-type: none"> To tackle significant barriers to learning for disadvantaged pupils on some key issues including 	LP/LT	<ul style="list-style-type: none"> This again had a positive impact for the first term September to December

				<p>emotional issues</p> <ul style="list-style-type: none"> • To raise self-esteem in DA pupils and increase strategies for resilience • To increase confidence of DA pupils impacting upon attainment. • To enable children to engage with the learning in the classroom. 		<ul style="list-style-type: none"> • The teaching assistants fed back the impact to the class teachers • This intervention was reported on positively by the Pupil Premium Review. • Again we altered the time of this intervention to a Wednesday afternoon slot to prevent the children from missing morning activities. • Unfortunately we had to stop this intervention at because our Forest School lead left. See individual impact.
Woodland School	£ 4,500	new	Flexible	<ul style="list-style-type: none"> • To provide a similar intervention to Forest School on site for EYFS and Y1 	LP and BP	<ul style="list-style-type: none"> • Parents report how much they have loved this intervention particularly . • This has also had a very positive impact on the social skills of an older SEN children who have joined the group • This year we altered the timing of this intervention to prevent the children from missing their morning work. • Mrs Prason worked on measuring the impact through a well-being tool and by reporting through Tapestry for the Early Years. • This was reported on positively by the Pupil Premium report

Subsidies educational visits	£4,000	Cont	Whole school	<ul style="list-style-type: none"> • Ensuring children have a wide range of opportunities to experience the world outside of school enriching their learning across the curriculum • Opportunities to travel to Paris • Opportunities to spend time at a residential visit. • Educational visits are valuable in developing their perseverance, team work, resilience and ability to face challenges. These are all vital life skills. 	LP	<ul style="list-style-type: none"> • Subsidizing educational visits has been an effective investment enabling DA pupils the chance to do things they may never have the chance otherwise. • We had high level take up for all educational visits from DA pupils.
Music Therapist	£1,000 (we managed to receive a matched funding grant)	Cont	Across school	<ul style="list-style-type: none"> • Children are able to access learning in a calm manner 	LP	<ul style="list-style-type: none"> • This continued to be a successful resource supporting particularly some of our services children and a child with SEN and pupil premium. It would be good to be able to use this resource further down the school. • We received matched funding through this intervention and therefore we were able to also support other children without pupil premium status. This was recognised in the pupil premium review.

Other social emotional support	£1,000	Used previously	Across school	<ul style="list-style-type: none">To provide emergency funding support if needed For social/emotional difficulties (eg Dreadnought).	LP	<ul style="list-style-type: none">We have used Dreadnought before and this had a hugely positive impact .We haven't used Dreadnought this year.
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