

Pupil premium strategy statement

1. Summary information					
School	Marston Montgomery Primary				
Academic Year	2020/21	Total PP budget	£10,560		
Total number of pupils	33	Number of pupils eligible for PP	8	Date for next internal review of this strategy	February 2021

2a. Current attainment – Y6 July 2018 (1 pupil); July 2019 (0 pupils); July 2020 (0 pupils) therefore 2018 data has been left in		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading, writing & maths at Y6	0%	61%
% making at least 2 levels of progress in reading (or equivalent)	100%	n/a
% making at least 2 levels of progress in writing (or equivalent)	100%	n/a
% making at least 2 levels of progress in maths (or equivalent)	0%	n/a
2b. Current attainment – Y2 July 2018 (1 pupil); July 2019 (0 pupils); July 2020 (0 pupils) therefore 2018 data has been left in		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading, writing & maths at Y2	100%	65%
% making at least expected progress in reading (or equivalent)	100%	n/a
% making at least expected progress in writing (or equivalent)	100%	n/a
% making at least expected progress in maths (or equivalent)	100%	n/a

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
This academic year there are 5 pupils eligible for PP funding.	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low prior attainment due to additional needs that create a significant barrier for learning
B.	Pupils eligible for PP have historically made slower progress than their peers.
C.	To provide support for the emotional, social and well-being of pupils eligible to receive PP funding.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for some pupils eligible for PP less than other pupils causing gaps in learning.
E.	Reduced access to out of school activities.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase attainment for pupils eligible to receive PP funding and pupils with SEND who are eligible to receive PP funding to make accelerated progress over the year.	Gap in attainment to be reduced further between those pupils entitled to PP and all other pupils. Pupils eligible to receive PP funding who have SEND to make accelerated progress.
B.	Progress for pupils entitled to PP to be accelerated so the gap in attainment closes.	40% of pupils eligible to receive PP funding at ARE or better in reading, writing and maths. Evidence that progress has been accelerated for other pupils, therefore closing the gap.
C.	To provide support for the emotional, social and well-being of pupils eligible to receive PP funding.	Pupils are happy and confident learners and show resilience to tackle a range of school activities.
D.	To develop communication and language skills for Reception children.	Pupils entitled to PP in Reception make accelerated progress in communication and language.
E.	Attendance rates for some pupils eligible for PP less than other pupils causing gaps in learning.	Attendance for pupils entitled to PP is in line with other pupils.
F.	Reduced access to out of school activities.	Pupils eligible to receive PP funding have increased social opportunities.

4. Planned expenditure					
Academic year	2020/21 - This academic year there are 5 pupils eligible for PP funding.				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Increase attainment for pupils eligible to receive PP funding and pupils with SEND who are eligible to receive PP funding to make accelerated progress over the year.	All teaching to be at least good. HT to monitor teaching throughout the school.	EEF Toolkit – ‘ <i>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school’s priorities.</i> ’	Lesson observations, book scrutiny, learning walks – led by TB and LA advisor. Good practice to be shared across The Acorn Federation; observing parallel classes; staff planning together. Support to be provided when a need is identified.	TB	July 2021
Total budgeted cost					£1000 (10 x ½ days of supply)

Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Progress for pupils entitled to PP to be accelerated so the gap in attainment closes.	Interventions to be planned to target gaps in learning.	EEF Toolkit – ‘ <i>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress.</i> ’	Provision Maps will be reviewed at least 4 times a year. Pupils entitled to PP will be discussed at Pupil Progress meetings. Monitoring of delivery of interventions.	TB	March 2021 July 2021
To provide support for the emotional, social and well-being of pupils eligible to receive PP funding.	Positive Play support to be provided to support pupils to develop resilience.	<i>Positive Play - Support aims and objectives: to allow young people a space to express and communicate feelings and difficulties in their lives, through a variety of media in constructive rather than aggressive ways and in a safe non-threatening environment.</i>	Positive Play Leader receives support / mentoring from Positive Play leader (DCC).	LiT / All staff	March 2021 July 2021

To develop communication and language skills for Reception children.	Pupils entitled to PP in Reception make accelerated progress in communication and language.	<i>Talk Boost is an evidence based intervention that is proven to narrow the gap between 4-7 year olds with language delay and their peers.</i> • It has a built in assessment system so that progress can be measured.	Monitor delivery of Talk Boost. Review impact on data and on communication skills.	AH, HP	July 2021
Total budgeted cost					£7,840
i. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance rates for some pupils eligible for PP less than other pupils causing gaps in learning.	Close monitoring (half termly) of attendance of PP pupils, followed up by letter if a cause for concern. Termly certificates to be handed out.	DfE: Supporting the attainment of disadvantaged pupils – ‘ <i>Pupils have to be in school and able to pay attention before they can access learning... Similarly, more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children.</i> ’	Records of attendance monitoring, letters sent to parents, conversations with parents. Changes to attendance and lateness following monitoring.	ML & TB	January 2021 April 2021 July 2021
To provide access to extra-curricular activities.	Pupils receive one weekly session of after school club for free	Increased availability of social activities increases well-being.	Monitor attendance at after school club.	AL	July 2021
Total budgeted cost					£1,720

5. Review of expenditure				
Previous Academic Year		2019/20	£2,640	
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase attainment for pupils eligible to receive PP funding and pupils with SEND who are eligible to receive PP funding to make accelerated progress over the year.	All teaching to be at least good. HT to monitor teaching throughout the school.	Due to COVID-19 schooling was interrupted this year. Paper based resources were provided for pupils without access to technology. Staff contacted families during the lockdown. Wider opening of schools allowed all pupils who wanted to return to school were able to.	During lockdown our close relationships with families were vital to allow us to maintain contact with our families.	£400
To provide support for the emotional, social and well-being of pupils eligible to receive PP funding.	Support with paying for After School Club and Trips	Food hampers / Government vouchers / shop vouchers were obtained and delivered or collected by families from school.	This allowed us to maintain regular contact with families.	£2,240
Pupils with SEND who are eligible to receive PP funding to make accelerated progress over the year.	Teacher or TA to provide targeted 1-to-1 support to accelerate progress. Small class groups / teaching groups	Prior to lockdown focussed interventions have helped PP pupils with SEND to access lessons.	1-to-1 support benefits all pupils who require additional support and will continue next year.	
Increase attainment for pupils eligible to receive PP funding.		Attainment was not measured at the end of this academic year due to COVID-19.	n/a	