



Pupil Premium

Impact 2019/20

Teacher assessment due to COVID -19 Pandemic

Many of the actions were halted when schools closed on March 23rd 2020

Impact has been measured on expected outcomes

1. Summary information			
School	Marine Park Primary		
Academic Year	2019-20	Total PP budget	£123,000
Total number of pupils	205	Number of pupils eligible for PP	86

In-school barriers	
A.	The children have limited language skills often coupled with English as an additional language
B.	The children have a poor range of vocabulary due to lack of experiences with reading, oracy and English as an additional language
C.	Although the children are taught good decoding skills their inference and deduction skills are limited.
D.	The children have limited mathematical language and therefore often poor reasoning and mental strategies
External barriers	
E.	Parents often have limited literacy and numeracy skills so supporting their children can be difficult without receiving support themselves.

Intent	Implementation	Milestones	Cost	Impact
i Quality teaching for all 80% Y6 PP children to meet expected	Reduce class size and increase adult support	Regular monitoring through planning and work scrutiny	£85,000	2020 expected Outcomes in Reading (disadvantaged) EXS- 80%

outcomes in reading 2020	<p>Additional one to one reading for less able readers 4 times per week</p> <p>Booster sessions in ability groups 5 times per week</p> <p>Free breakfast for all Y6 then Boot Camp for numeracy and literacy</p> <p>Data tracking meetings analyse the performance of all groups of children half termly</p>	<p>lesson observation and intervention impact</p> <p>Half termly pupil progress meetings</p>		GDS- 13% (compared with 6% non-disadvantaged)
To narrow the gaps in the performance of PP children in reading across the school	<p>Data tracking meetings analyse the performance of all groups of children half termly</p> <p>Half termly chronological reading tests to be undertaken, progress monitored and intervention planned</p> <p>Performance management targets relate to an improvement in reading and to narrowing the gap between PP and non PP pupils.</p>	<p>Intervention trackers completed</p> <p>Half termly pupil progress meetings</p>		<p>Rec-12 disadvantaged children in this cohort: 67% achieved GLD. Gap narrowing.</p> <p>KS1- There were 9 disadvantaged pupils in the cohort; the gaps narrowed. The disadvantaged pupils did better than non-disadvantaged in reading and writing.</p> <p>KS2- disadvantaged pupils made outstanding progress from their starting points; all average progress scores were significantly high.</p>

<p>To extend the more able to achieve more than expected levels in Reading, Maths and Writing.</p>	<p>Targeted differentiation</p> <p>High quality marking and feedback</p> <p>Booster extension groups for more able groups.</p> <p>More able mathematicians attendee sessions at Mortimer Community School for maths conferences</p>	<p>Regular monitoring through planning and work scrutiny, lesson observation and intervention impact</p>	<p>KS1-percentage of children exceeding expectations was above national (29% compared to 18%) and broadly in line for writing and maths (19% compared to 18% at national).</p> <p>KS2-7% achieved the higher standard in all areas; still below average but 3% higher than previous year.</p>
<p>To ensure quality first teaching for all by increasing the quality and focus of CPD</p>	<p>Staff training:</p> <ul style="list-style-type: none"> • CPA in maths • GPAS • Spelling • Moderation • SEN/PIVAT training • Intervention training 	<p>CPD evaluations and post training expectations (i.e. work reflected in books, changes to practise in lesson observations etc.)</p> <p>Performance management targets</p> <p>Changes to practise and impact on teaching and learning</p>	<p>Bought into the LA SLA for Continuous Professional Development-</p> <p><u>Key courses include:</u></p> <p>Problem Solving and Reasoning-identifying opportunities</p> <p>Teaching tables in the primary curriculum</p> <p>Launchpad for Literacy</p> <p>Creating a reading for pleasure school</p> <p>More able writers at KS1/2</p> <p>Speech and Language Development in the Early Years</p> <p>Impact: Time allocated within the staff meeting rota to consult, lead and train staff on any new initiatives.</p>

				Ways forward identified in coordinator action plans, fed in to performance management targets and monitored via work scrutiny and observations.
i Targeted Support To support children who are not meeting age related expectations through afternoon maths, reading and writing interventions and additional guided reading	One to one phonics Plus 1 Power of 2 One to one Read, Write Inc. Additional one to one reading BRP	TA training Regular scrutiny Impact statements based on pupil observations and data analysis	£35,000	Following pupil progress meetings, children not meeting age related expectations are identified and intervention planned to close the gap. Children and staff are identified in the school provision map. The impact of this is formally through termly data analysis. If there the desired improvement is not made at an earlier point, the intervention is changed.
To improve the percentage of children attaining expected standard in reading	Quality first teaching CPD for teaching of inference and deduction skills Parental workshops to continue throughout school Whole school book focus weeks Targeted interventions as above	Monitoring cycle will show impact of lesson obs, work scrutiny and data analysis Interventions will be monitored through intervention planners		-Ensured children are reading on a one-to-one basis every week; in addition, targeted children receive extra support for their phonics and/or reading through intervention programmes such as BRP. - Staff training reviewing how we teach reading/ decoding. Focused heavily on syllable division and continuous blending helping children who are struggling with the mechanics of decoding text. -Brought in the reading plus programme specifically for our year 6 children. -Assessed all children's competence in terms of the spellings to be taught for their year group etc.

				-Use of whole school texts- encourages engagement with text and gives opportunities for working together to plan different approaches and resources.
To improve writing skills needed to attain expected standard in Y2 and 6	Quality first teaching Experiences so writing has a purpose CPD to ensure staff have greater understanding of criteria needed to meet expected standard	Monitoring cycle will show impact of lesson obs, work scrutiny and data analysis		-Assessed all children's competence in terms of the spellings to be taught for their year group etc. - Focussed on syllable division from staff meeting. Targeted intervention was given if needed. -Talk for Writing approach used to support auditory memory for writing.
iii Other Approaches To develop the whole child through broadening their real, life experience	Supporting after school clubs School trips and curriculum to broaden experiences and engage	Attendance at After school clubs Levels of pupil interest and engagement	£3000	-Focused on developing the cultural capital of children through a range of experiences. These experiences were then used to provide hooks into further curriculum study, writing for a purpose and maths in real life contexts. Examples include: Beamish (historical writing) Amble (contrasting localities) Newcastle University (raising aspirations)
To enable children to develop reasoning skills	Termly staff CPD Subject lead access relevant training to disseminate	Work scrutiny-evidence in work books Conversations with children		Maths coordinator delivered CPD on developing opportunities in reasoning. The focus on securing the use of maths vocabulary has supported the children's ability to talk mathematically.