

Pupil premium strategy statement

1. Summary information					
School	Marine Park Primary				
Academic Year	2020-21	Total PP budget	£120,891	Date of most recent PP Review	Oct 2020
Total number of pupils	212	Number of pupils eligible for PP	86	Date for next internal review of this strategy	Reviewed termly

2. Current attainment		
Data is TA due to COVID-19 pandemic	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
Number of children attaining the expected standard in reading-cohort	73%	80%
Reading progress measure	-0.9	-0.7
Reading scaled score	101.7	105.5
Number of children attaining the expected standard in writing-cohort	86.7%	100%
Writing progress measure	3.4	3.5
Number of children attaining the expected standard in maths-cohort	73%	100%
Maths progress measure	0.9	2.6
Maths scaled score	102.9	107.7

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
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 (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Parents often have limited literacy and numeracy skills so supporting their children can be difficult without receiving support

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve the percentage of children attaining expected and GDS level in reading	At least 80% children achieving expected level in reading 30% achieving GDS
B.	Extend and improve vocabulary, grammar and spelling to impact on effective reading	Writing and oracy demonstrated by children show they have a wider range of vocabulary
C.	Improve inference and deduction skills by direct teaching from EYFS to Y6	Comprehension and reading activities show children have a greater in depth understanding of text
D.	Improve children's understanding of mathematical language and improve their reasoning and mental and strategies	Children's responses to reasoning questions will have improved and their weekly mental assessments will show improvement.
E.	Bespoke parental workshops to support parents with strategies how they can help their children	Attendance at workshops indicate parental engagement. REAL project. Outcomes for their children increase.

5. Planned expenditure					
Academic year		2020-21			
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. Quality of teaching for all					
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?
At least 80% Y6 PP children to meet expected outcomes in reading 2021	<ul style="list-style-type: none"> Reduce class size and increase adult support Additional one to one reading for less able readers 4 times per week Booster sessions in ability groups 5 times per week Free breakfast for all Y6 then BootCamp for numeracy and literacy Data tracking meetings analyse the performance of all groups of children half termly 	<ul style="list-style-type: none"> NFER report supporting the attainment of disadvantaged pupils showed an 18.8% increase in outcomes using paired or small group teaching NFER indicated a 15.6% increase in outcomes using one to one tuition NFER indicated that personalised learning plans enhanced outcomes by 2.0% NFER report highlights data driven schools which focus on early intervention rather than end of key stage raised attainment more effectively 	<ul style="list-style-type: none"> Regular monitoring through planning and work scrutiny, lesson observation and intervention impact Half termly pupil progress meetings 	G Moore S. Metcalfe A.Lisle Literacy lead A Burden (data target tracking)	Half termly Fortnightly Y6 team meetings. Half termly pupil progress meetings

<p>To narrow the gaps in the performance of PP children in reading across the school</p>	<ul style="list-style-type: none"> Data tracking meetings analyse the performance of all groups of children half termly Half termly chronological reading tests to be undertaken, progress monitored and intervention planned Performance management targets relate to an improvement in reading and to narrowing the gap between PP and non PP pupils. 	<p>NFER report supporting the attainment of disadvantaged pupils showed an 18.8% increase in outcomes using paired or small group teaching</p> <ul style="list-style-type: none"> NFER indicated a 15.6% increase in outcomes using one to one tuition NFER indicated that personalised learning plans enhanced outcomes by 2.0% NFER report highlights data driven schools which focus on early intervention rather than end of key stage raised attainment more effectively 	<ul style="list-style-type: none"> Intervention trackers completed Half termly pupil progress meetings 	<p>S. Metcalfe A Burden G Moore A.Lisle</p>	<p>Reading ages monitored half termly with expectation of an increase of 6 months by the end of the year</p> <p>Half termly pupil progress</p> <p>Bi-annual performance management meetings</p>								
<p>To extend the more able to achieve more than expected levels in Reading, Maths and Writing.</p>	<p>Targeted differentiation, high quality marking and feedback and booster extension groups for more able groups.</p> <p>More able mathematicians attendee sessions at Mortimer Community School for maths conferences</p>	<p>9 To maintain good outcomes at greater depth standard.</p> <table border="1" data-bbox="723 754 1167 863"> <tr> <td colspan="2">Target-greater depth</td> </tr> <tr> <td>Reading</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>30%</td> </tr> <tr> <td>Maths</td> <td>30%</td> </tr> </table>	Target-greater depth		Reading	30%	Writing	30%	Maths	30%	<ul style="list-style-type: none"> Regular monitoring through planning and work scrutiny, lesson observation and intervention impact 	<p>A Burden S.Metcalfe</p>	<p>Year 6 meetings fortnightly</p> <p>Half term data analysis</p> <p>Planning and work scrutiny as per monitoring cycle.</p>
Target-greater depth													
Reading	30%												
Writing	30%												
Maths	30%												
<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>The NFER report reiterates that this can lead to an improvement of 18.7% This also proved a very successful strategy in school last year.</p>	<ul style="list-style-type: none"> CPD evaluations and post training expectations(i.e. work reflected in books, changes to practise in lesson observations etc) Performance management targets Changes to practise and impact on teaching and learning 	<p>A Burden S.Metcalfe</p>	<p>Implementation reviewed as part of the monitoring cycle.</p> <p>Performance management reviews</p> <p>Work scrutinies</p> <p>CPD audit</p>								

					Total budgeted cost	£85,000
ii. 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	When will you review implementation?	
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	NFER indicates that paired or small group additional teaching had an impact of 18.8%	TA training Regular scrutiny Impact statements based on pupil observations and data analysis	Y Field Intervention team	Fortnightly intervention meetings	
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	Data shows reading is main school focus. Phonics excellent in school as data shows and children can decode. Children's skills in inference and deduction need to increase	Monitoring cycle will show impact of lesson obs, work scrutiny and data analysis Interventions will be monitored through intervention planners	A Burden Y Field Intervention team	Half termly- and as part of the monitoring cycle Pupil progress meetings	
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	Gap in Y6 between PP and Non PP (85.7% - 100%)	Monitoring cycle will show impact of lesson obs, work scrutiny and data analysis	A Burden S.Metcalf	Half termly- and as part of the monitoring cycle Pupil progress meetings	
					Total budgeted cost	£34,100
iii. 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?	

To develop the whole child through broadening their real, life experience	Supporting after school clubs School trips and curriculum to broaden experiences and engage	Successful last academic year and further developed to incorporate real life experiences e.g. Gibside, Simonside activity centre, museum, library , Centre for KLife, Discovery Museum	Attendance at After school clubs Levels of pupil interest and engagement	KS1 and 2 leaders to co-ordinate	Termly
To enable children to develop reasoning skills	Termly staff CPD Subject lead access relevant training to disseminate	Particular focus in KS1	Work scrutiny-evidence in work books Conversations with children	G. Moore	Half termly
Total budgeted cost					£3,000

7.Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

The pupil premium strategy will be reviewed during the autumn term 2020 due to the implications which may arise from the COVID 19 pandemic. The actions may change as the teacher assessments of the children will dictate specific need.

