

Review of Pupil Premium Spending 2018-19

Common barriers for Disadvantaged children at Marriott Primary can include less support at home, poor language and communication skills, lack of confidence within our white British boys and girls, more frequent behaviour difficulties, increased Safeguarding concerns and attendance and punctuality issues.

Our key objective in using the Pupil Premium Grant is to 'Diminish the Difference' between Disadvantaged pupils at Marriott and Non-Disadvantaged pupils nationally. As a school we have an excellent track record of ensuring that Disadvantaged pupils make good progress, but historically levels of attainment have been lower for Disadvantaged children achieving greater than expected levels of attainment against pupils nationally.

At Marriott we are working to eliminate barriers to learning and progress through quality first teaching and targeted interventions. Our aim is to ensure that children who start Marriott with low attainment on entry make excellent progress as they move through the school and are 'Secondary Ready'.

Our targeted interventions are based on our assessment data and refer to current research on diminishing the difference for Disadvantaged pupils (Sutton Trust). Our focus this year is to enable the children who left Foundation Stage without a GLD to reach age related expectations in Year 1. This will be achieved through targeted intervention and support in our Year 1 project. This initiative is designed to ensure that Disadvantaged pupils are offered the best educational opportunities in order to remove barriers to their learning and achieve their potential.

This year our school priorities are to:

- Ensure our attainment in Reading, Maths and Writing are in line or above national standards at each key benchmark
- Improve children's problem solving and reasoning skills in Maths to ensure Higher Attaining pupils achieve above national standards throughout the school
- Create a curriculum which promotes purposeful outdoor learning experiences
- Ensure that attendance levels meet the Government's 96.4% expectations
- Provide support for families with social and emotional needs that are acting as barriers to learning for their children

On-going Provision

Our whole school focus on widening the curriculum to ensure our children are offered the opportunity to learn musical instruments and participate in musical activities, sports events and art and cultural events is ongoing.

Developing speaking and listening remains a key priority throughout the school. It is essential we develop these skills in order for children to be able to talk confidently about their learning and what they need to do in order to improve.

In addition we will continue to strengthen parental engagement in learning, through increasing the support for our parents through a full time Attendance and Welfare Officer and an increased number of opportunities for parents to engage with their children's learning and the wider life of the school.

Our training for staff this year will include a focus on reading, writing, problem solving and reasoning using Singapore Maths

1. Summary Information			
Academic Year	2018/19	Total PP Budget	£295,680 (£1320 per child)
Total Number of Pupils	405	Number of Pupils eligible for PP	224

2. Current Attainment			
	Pupils eligible for PP at Marriott	Pupils not eligible for PP nationally	
% achieving GLD	58%	72%	
% achieving Year 1 Phonics	76%	81%	
% achieving expected standard in KS1 reading	52%	79%	
% achieving above expected in KS1 reading	12%	28%	
% achieving expected standard in KS1 writing	39%	72%	
% achieving above expected in KS1 writing	3%	18%	
% achieving expected standard in KS1 maths	55%	79%	
% achieving above expected in KS1 maths	6%	23%	
% achieving expected standard in KS2 reading	86%	77%	
% achieving above expected in KS2 reading	25%	29%	
% achieving expected standard in KS2 writing	68%	81%	
% achieving above expected in KS2 writing	0%	18%	

% achieving expected standard in KS2 maths	82%	80%
% achieving above expected in KS2 maths	29%	27%
% achieving expected standard in KS2 SPAG	82%	82%
% achieving above expected in KS2 SPAG	46%	36%
Progress in reading	1.25	
Progress in writing	-2.65	
Progress in maths	0.99	

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (how issues are to be addressed in school)

- A. Oral language skills are lower for pupils eligible for PP than for other pupils
- B. High ability pupils who are eligible for PP are making less progress than other high ability pupils across the school
- C. Children are not always able to access a wider variety of learning experiences due to impoverished socio-economic circumstances.

External barriers ((issues which also require action outside school, such as low attendance rates)

- D. There are many families with social and emotional needs that are acting as barriers to learning for their children

4.Desired outcomes (Desired outcomes and how they will be measured)	Success criteria
<p>Diminish the difference in attainment and boost the progress of pupils eligible for PP</p>	<p>Pupils eligible for PP make rapid and sustained progress so that more pupils eligible for PP achieve expected and above standards.</p>
<p>Higher rates of progress and attainment for more able pupils eligible for PP.</p>	<p>Pupils eligible for PP identified as 'more able' make rapid and sustained progress so that more pupils eligible for PP achieve expected and above standards.</p>
<p>The extended curriculum— ensuring disadvantaged children will take a full part in the school's curriculum including educational visits and clubs</p>	<p>Pupils eligible for PP are able to access learning opportunities that support accelerated academic progress. When attending clubs, their social welfare is secured and their experiences widened. As many children who are eligible for PP to attend after school provision and trips as those who are not entitled to PP.</p>
<p>Removing Barriers – Interventions to meet the Social, Emotional and Mental health needs of our & parents pupils</p>	<p>Children arrive at school every day and on time, ready to learn and nourished with a good attitude to learning. Children are safeguarded effectively and families who require 'Early Help' have easy access to this. Fewer incidents of behaviour inside and outside of school that stem from external out of school influences.</p>

i. Quality of teaching for all

Action	Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff leads	Final Review and Impact
<p>To enhance the EYFS provision</p>	<ul style="list-style-type: none"> As of September 2016 a new EYFS Lead and 2 EYFS teachers were appointed and a more structured and focussed approach to F2 teaching will be implemented to ensure that children are Year 1 ready. An outdoor F1/2 Learning Zone has been installed based on the areas of the EYFS curriculum. CPD will follow that will support all teachers and support staff to use the outdoor area effectively. The focus for 2018 is to narrow the gap with both LA and National GLD by providing a more consistent teaching approach across the Foundation stage with more focused activities and more engaging and language rich provision. Continuation of KTC Phonics, Guided Reading and Writing and Early Words. 	<p>Children eligible for PP at Marriott typically start EYFS with poor oral language skills and are assessed below age related expectations in their baseline assessments</p> <ul style="list-style-type: none"> As a result of investment in EYFS progress is improved with a greater number of children gaining GLD and above We have analysed our data and noticed the distinct correlation between those that achieve GLD and go on to achieve national expectations at other key benchmarks Children become more engaged in their learning, developing resilience to persevere with tasks. Resources are fit for the purpose and encourage progress Baseline will be completed in September and moderated within the unit and development group. Vulnerable groups will be identified and support put into 	<ul style="list-style-type: none"> KTC Phonics, Guided reading and writing teaching across FS and KS1 is being monitored by the Literacy lead Deputy Head Maths teaching across the whole school is being monitored by the maths coordinator. Parent feedback Use of school RAP to qualify schools judgements 	<p>LW (EYFS lead) SLT EYFS teachers</p>	<p>Successful outcome as result of tailored approach to Pupil Premium Needs.</p> <p>GLD FSM = 73% v 72% National</p>

	<ul style="list-style-type: none"> • Ensure a consistency of skilful questioning to develop language in all areas • To run workshops for Parents to support progress for all children as well as a better start to school life • To provide good quality and relevant resources that encourage the manipulation of language and higher order reasoning skills • Look at other schools with outstanding practice 	<p>place. HA pupils will be identified and supported to ensure progress. F2 teacher to be given responsibility to support and track progress of more able.</p>			
<p>To Improve reading comprehension across the whole school</p>	<ul style="list-style-type: none"> • To continue with KTC reading program in EYFS and KS1 and implement in KS2. CPD will support all staff with guided reading and shared reading across the school • To introduce Early Words across the school. To ensure that Reading and phonics materials throughout the school are effective and up to date • To provide whole school quality training so that phonics is effective in supporting pupils to master the basics of reading. 	<p>Many children eligible for PP at Marriott do not have access to books at home and so have the opportunity to discuss what they have read</p> <ul style="list-style-type: none"> • With quality CPD Staff are able to deliver quality reading and phonics interventions • Quality resources allow for better progress in teaching of phonics and reading across the school • Where resources are appropriate, children are more engaged and enjoy reading 	<p>Observations Data analysis Pupil Progress meetings Assessment of reading. Regular pupil interviews. Parent feedback</p>	<p>A Smalberger (external consultant) HJ (Literacy lead) SLT Teachers</p>	<p>EYFS Reading: ARE 67%, GDS 19%</p> <p>KS1 Percentage of disadvantaged children remains below national. However this remains in part due to the high percentage of complex SEND needs.</p> <p>Non-SEND children ARE Reading = 76% which is in line with national.</p> <p>KS2 Particular issues are Reading: ARE 65% v 78%, GDS 12%</p>

	<ul style="list-style-type: none"> Support parents through workshops in school with strategies for reading with children at home 				
Improve phonics provision across school	<ul style="list-style-type: none"> To continue with the KTC phonics program To provide bespoke training and support for phonics teaching Resourcing of engaging and age appropriate texts. Ensure that all teachers have implemented home/ school strategies to support reading– Bug Club/ reading boxes Support parents through workshops in school and online with strategies for reading with children at home 	<p>Currently less than 30% of pupils eligible for PP are reading regularly at home, and this is a particular issue with the children eligible for PP</p> <ul style="list-style-type: none"> Parents have a poor understanding of the importance of reading and need support in order to help their children at home 	<p>Observations Data analysis Pupil Progress meetings Assessment of reading. Regular pupil interviews. Parent feedback</p>	<p>A Smalberger (external consultant) HJ (Literacy lead) SLT Teachers</p>	<p>There is an improving picture in phonics. In 2018, whole school was 78%, 2019 was 83%.</p> <p>PP Phonics: 71% v 84% national Retake in Y2 was 95% and improved the previous year.</p>
Improve writing provision across the school	<ul style="list-style-type: none"> To implement KTC writing program in EYFS and KS1. CPD will support all staff with guided and shared writing. Deputy Head to model grammar sessions across the school, and monitor the application of grammar structures in free writing To provide whole school quality training so that phonics is effective 	<p>Children eligible for PP at Marriott often have limited life experiences and vocabulary which impacts on their ability to write creative pieces of writing</p> <ul style="list-style-type: none"> With quality CPD Staff are able to deliver quality writing and phonics interventions 	<ul style="list-style-type: none"> Regular monitoring and CPD Book scrutinies. Regular pupil interviews. Governor walk through and feedback including benchmarking Support from Literacy Coordinator 	<p>RN (Deputy head) HJ (Literacy lead) SLT Teachers</p>	<p>EYFS: Writing ARE: 67%, GDS: 12% which are in line with national. Tailored provision delivered to meet the needs of the children which has had a significant impact on results.</p> <p>KS1: Particular issues in KS1 with writing with a cohort with complex SEND</p>

	<p>in supporting pupils to master the basics of writing.</p> <ul style="list-style-type: none"> • Linking writing activities to real life experiences/topic • To use a Novel approach as a stimulus for writing and the development of language • Develop the use of scaffolding to encourage less confident writers • Introduce 'Flying High' – the opportunity for children to write extended pieces of independent writing using a given stimulus 	<ul style="list-style-type: none"> • Where resources are appropriate, children are more engaged and enjoy writing 			<p>needs (18%) who are also Pupil Premium.</p> <p>Writing ARE: 38%, GDS: 10%</p> <p>KS2: Whole KS2 72%, GDS: 14% in line with national. PP Writing ARE: 65%, GDS: 12%. Not including SEND, ARE was 85%, GDS: 18%.</p> <p>This was an improving picture from 2018 where there was no GDS.</p>
<p>To improve the progress and attainment of maths across the whole school with the consolidation of Singapore Maths</p>	<ul style="list-style-type: none"> • All staff to continue to be trained in using Singapore Maths strategies • Resources for whole school have been ordered in order to facilitate the implementation of Singapore maths effectively • Maths coordinator giving additional support where needed • Online resources have been made available to support teachers • Consistent monitoring and support is being given in order 	<p>Children eligible for PP at Marriott lack the necessary skills to tackle higher order maths problems that require reasoning and manipulation of language.</p> <ul style="list-style-type: none"> • Singapore consistently top the international benchmarking studies for maths teaching • It is proven to be a highly effective approach to teaching maths based on research and evidence • Builds students' mathematical fluency without the need for rote learning 	<ul style="list-style-type: none"> • Regular monitoring and CPD • Book scrutinies. • Regular pupil interviews. • Governor walk through and feedback including benchmarking • CPD time and support from Maths Coordinator • Teacher's appraisals 	<p>JM Teachers</p>	<p>EYFS: National: 78%, EX: 13% School: 70%, EX: 15% PP: 73%, EX: 18% which means EYFS PP are exceeding national.</p> <p>KS1: National ARE: 76%, GDS 22% School ARE: 63%, GDS: 17% PP ARE: 43%, GDS: 5%</p> <p>KS2: National ARE: 74%, GDS 24% School ARE: 74%, GDS 24% PP ARE: 59%, GDS 15%</p>

	<p>to maximise on successes and boost progress and attainment</p> <ul style="list-style-type: none"> • Maths coordinator to work as a leading practitioner with other schools in the city using Singapore Maths, to identify strengths and weaknesses in order to create support program • Teachers in Years 1, 3 and 5 to receive intensive training on Singapore Maths from a consultant. An intensive modelling and monitoring program will follow this • All teachers have Singapore maths implementation as a whole school target linked to appraisals. 	<ul style="list-style-type: none"> • Introduces new concepts using Bruner’s Concrete Pictorial Abstract (CPA) approach • Pupils learn to think mathematically as opposed to reciting formulas they don’t understand • Teaches mental strategies to solve problems such as drawing a bar model • Marriott data shows that our children need to rapidly diminish the difference in maths compared to national data. • Marriott data shows that Children need specific support with reasoning skills. 			
<p>Use Feedback effectively</p> <p>This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a</p>	<ul style="list-style-type: none"> • To ensure there is a consistent use of our robust marking policy • CPD for staff using the policy and through allowing peer working and joint moderation meetings • Ensure staff are using marking pens correctly and have resources needed • Allowing subject leader time out of class to monitor 	<p>Children eligible for PP at Marriott find it difficult to identify the weaknesses in their work even when teaching staff have supported them to do so. One to one feedback is essential to develop their ability to reflect on their learning</p> <ul style="list-style-type: none"> • EEF toolkit reflects that - Feedback is information given to 	<ul style="list-style-type: none"> • Regular Pupil progress assessments and meetings. • Book scrutinies • Subject leader reports • Governor visits. • CPD followed by SLT monitoring. • Pupil interviews about their work 	<p>SLT Subject leaders Teachers</p>	<p>Work scrutinies demonstrate that the vast majority of staff are giving the children time and opportunities to self-reflect on their work leading to improved work, writing and outcomes. This judgement was confirmed by Angela Kirk and evidence of audits is stored in the monitoring folder.</p>

<p>teacher or someone taking a teaching role, or from peers</p>	<ul style="list-style-type: none"> • Quality assured AFL – SLT time to observe and put CPD in place where needed • Time for year group monitoring of books collectively with • 1:1 feedback 	<p>the learner and/or the teacher about the learner’s performance relative to learning goals. It should aim to (and be capable of) producing improvement in students’ learning</p> <ul style="list-style-type: none"> • Feedback redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. • Feedback studies show very high effects on learning. • Feedback has effects on all types of learning across all age groups. Research in schools has focused particularly on English, mathematics and, to a lesser extent, science. • Children have become far more aware of what their next steps are and the scaffolding needed to move them on through quality marking 			
<p>To allow a wider range of learning experiences in and out of school through the subsidy of pupil</p>	<ul style="list-style-type: none"> • Reduce costs for PP children so that all children can access trips in an area of deprivation • To ensure children gain a wide range of experiences they may not otherwise gain 	<p>Children eligible for PP have limited life experiences and cultural input. Children were unable to access the KS2 reading tests due to cultural references and events out of their experiences</p>	<ul style="list-style-type: none"> • Monitor and ensure work is done before and after a visit/trip in order to maximise on the opportunity 	<p>Phase leaders to ensure quality and value for money</p>	<p>Pupil Premium children are targeted for after school interventions and are prioritised. Pupil Premium children are tracked for attendance/ participation in</p>

<p>premium for trips/visits</p>	<ul style="list-style-type: none"> • To enthuse and engage in order to stimulate learning in particular writing • Pupil premium children have the same opportunities to explore learning opportunities beyond the classroom • To ensure work is done before and after a visit/trip in order to maximise on the opportunity 	<ul style="list-style-type: none"> • Children have a wider experience of cultural trips they would not otherwise get and they are able to draw on this experience to improve progress in their writing • Trips have greatly enthused the children within their topics – e.g. King Richard Visitor’s Centre and the Space station • Trips have enhanced cohesion with other schools – e.g. School council and joint sports and athletic days. Children experience and enjoy trips outside of school • Children able to write about a wider range of context (data folder) • Progress and attainment improves (data folder) • Children are producing high quality creative writing and reports when returning from trips 	<ul style="list-style-type: none"> • Evaluate work completed following a trip • Teachers to provide rationale before a trip and evaluate afterwards • Book scrutinies. • Regular pupil interviews. • Governors invited to trips 		<p>sporting events (evidence available).</p> <p>Girls’ football has played a key role in promoting attendance of Pupil Premium girls in sporting events, building confidence and self-esteem.</p> <p>Each class is entitled to one free bus to ensure that Pupil Premium children can attend trips; trips are subsidised for all Pupil Premium children.</p>
<p>Investment in digital technology to improve creativity and engagement across the curriculum for all children</p>	<ul style="list-style-type: none"> • To provide appropriate resources, CPD and support for teachers to enable children to use mobile technology to support progress across the curriculum • To provide a curriculum that is more up to date, creative and engaging • To ensure all children have high quality resources and are not 	<p>Many children eligible for PP at Marriott are unable to access the internet or have access to digital technology at home</p> <ul style="list-style-type: none"> • Improved progress and attainment • Observations demonstrate how ICT is being used creatively effectively across the curriculum 	<ul style="list-style-type: none"> • Book scrutinies. • Observations • Data analysis • Assessment of ICT. • Regular pupil interviews. • Governor visits. • Parent feedback 	<p>SLT and teachers</p>	<p>This target has been rolled over to the next academic year where our new ICT suite and interactive resources have been installed. Appropriate training is now being provided to staff and children.</p>

	<p>disadvantaged by those that have the resources at home</p> <ul style="list-style-type: none"> • To ensure resources are made available for children who do not have internet or other provision at home • To ensure children aware of the dangers of e safety even when at home 	<ul style="list-style-type: none"> • Children without provision at home can access the same resources • Children feel safe when using ICT (pupil survey/ feedback) • Reluctant writers are now using ICT to aid with creative writing • iPads are used in all classes and outside to enhance learning • Home reading has greatly improved with bug club • Arithmetic skills have greatly improved with Mathletics 			
<p>Total budgeted cost £40,400</p>					

ii. Targeted support

Action	Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Final Review and Impact
<p>To improve reading and maths skills for children falling behind. To improve outcomes in KS2 SATs.</p>	<ul style="list-style-type: none"> Assistant Head out of class, to support teachers across year 5/6. To lead small group interventions in reading, writing and Maths. 	<p>Some children eligible for PP at Marriott struggle to make the necessary progress without further interventions and targeted support.</p> <ul style="list-style-type: none"> Progress for PP children in reading and writing is generally below age related expectations and inconsistent Children do not identify themselves as confident readers and writers Phonics /reading and writing interventions are proven to be effective Robust Assessments lead to effective teaching and support the diminishing of differences <p>Sutton trust identifies ‘small group tuition’ to have ‘Moderate impact for moderate cost, based on limited evidence.’</p>	<ul style="list-style-type: none"> Book scrutinies. Observations Data analysis Regular Pupil progress assessments and meetings. Governor Visits. Regular CPD followed by SLT monitoring. 	<p>HT</p>	<p>Small group coaching model extremely successful for PP children in Years 5 and 6 contributed to KS2 results as documented above.</p> <p>PP children respond to small group setting and more willing to have a go and develop the necessary skills to be successful at KS3.</p>
<p>To improve reading comprehension and arithmetic skills in Year 6</p>	<ul style="list-style-type: none"> Small adult led booster groups in reading and maths before school Teachers to monitor support staff and model sessions as necessary 	<p>Many children eligible for PP at Marriott do not have access to books at home and so have the opportunity to discuss what they have read. They also lack reasoning skills.</p>	<ul style="list-style-type: none"> Regular Pupil progress assessments and meetings. Governor Visits. Regular CPD followed by SLT monitoring. 	<p>SLT</p>	<p>Successful outcome and contributed to KS2 results as documented above.</p>

	<ul style="list-style-type: none"> Identify the barriers for these children and develop interventions which address the gaps One to one tuition and small group work in maths and reading led by Year 6 teachers and Deputy Head Support from advanced skills teacher from local Secondary school on developing children's inference skills 	<ul style="list-style-type: none"> Progress for PP children in reading and maths is generally below and inconsistent Children do not identify themselves as confident readers and mathematicians Reading and maths interventions are proven to be effective Robust Assessments lead to effective teaching and support the diminishing of differences 			
To improve writing skills in Year 5 and 6	<ul style="list-style-type: none"> Small teacher led writing interventions Modelled grammar sessions across the school led by Deputy Head. Writing set that can demonstrate the taught grammar points. Poetry Workshop with Poet/Rap artist Matt Windle. Grammar Hammer to be introduced 	<p>Children eligible for PP often have limited life experiences and vocabulary which impacts on their ability to write creative pieces of writing</p> <ul style="list-style-type: none"> Progress for PP children in writing is generally below and inconsistent Children do not identify themselves as confident writers and extending their cultural experience by providing poetry workshops helps to build creativity and language skills. Poetry workshops help to build confidence and enthusiasm of staff to bring poetry into the classroom 	<ul style="list-style-type: none"> Book scrutinies. Observations Data analysis 		Successful outcome and contributed to KS2 results as documented above.

		<ul style="list-style-type: none"> • Writing interventions are proven to be effective • Robust Assessments lead to effective teaching and support the diminishing of differences 			
<p>To consolidate phonics and reading strategies for readers with dyslexic tendencies</p>	<ul style="list-style-type: none"> • Rapid Readers to be used for children across KS2. All support staff to work with 3 children selected by SENCO using assessment data and knowledge of SEND • Marriott is working towards 'Dyslexia Friendly' status. This will involve CPD for all teachers on supporting pupils within the classroom • Sight word interventions 	<p>Some children eligible for PP have exhibited difficulties learning to read using a synthetic phonics approach and understanding concepts of print. They struggle to retain their phonic knowledge.</p> <ul style="list-style-type: none"> • Rapid readers provides small but important steps to support struggling readers form a reading age of 5 to a reading age of 10 within KS2 • Sight word interventions aid comprehension and support readers, who struggle to use phonics. 	<ul style="list-style-type: none"> • Regular Pupil progress assessments and meetings. • Observations • Regular CPD followed by SLT monitoring 	<p>SENCO AH DH</p>	<p>Beat Dyslexia book purchased for Y3-6. Small booster groups in Year 1 working with Deputy Head and Lunchtime Supervisors targeting children on a daily basis. Phonics results were in line with national. Children now accessing a greater range of books independently.</p>

<p>Full time Reading Recovery teacher to support children with dyslexic tendencies</p>	<ul style="list-style-type: none"> • Reading recovery intervention for identified children in Year 1 • Light touch Reading Recovery for small group of children in Year 2 • Sight word interventions 	<p>Some children eligible for PP have exhibited difficulties learning to read using a synthetic phonics approach and understanding concepts of print. They also struggle to retain their phonic knowledge.</p> <ul style="list-style-type: none"> • BRWP and reading recovery are proven to be effective, high quality interventions • Phonics and other reading interventions (Sight word interventions) when used effectively greatly support progress 	<ul style="list-style-type: none"> • Regular Pupil progress assessments and meetings. • Observations • Regular CPD followed by SLT monitoring 	<p>SENCO AH DH</p>	<p>Greater percentage of PP children accessing age-appropriate reading. Results are in line with national for phonics. Direct positive impact on KS2 as improving picture in Reading.</p>
<p>SLT identified target groups for class teachers</p>	<ul style="list-style-type: none"> • Class teachers and support staff to work with identified target children to ensure that identified gaps, from pupil progress meetings and assessment data, have been diminished. • Progress of targeted children linked to teachers appraisal targets 	<p>Some children eligible for PP at Marriott struggle to make the necessary progress without further interventions and targeted support.</p> <ul style="list-style-type: none"> • Progress for PP children in reading and writing is generally below age related expectations and inconsistent • Children do not identify themselves as confident readers and writers • Phonics /reading and writing interventions are proven to be effective • Robust Assessments lead to effective teaching and support the diminishing of differences • Sutton trust identifies 'small group tuition' to have 'Moderate 	<ul style="list-style-type: none"> • Regular Pupil progress assessments and meetings. • Regular CPD followed by SLT monitoring. • Book scrutinies • SENCO feedback and observations • Staff appraisals 	<p>Phase leaders, SENCO, teachers and support staff</p>	<p>Teachers have been informed of non-negotiables for targeted PP children. SLT set targets for PP children tracked regularly at Pupil Progress meetings and performance management, book scrutiny.</p> <p>Progress of these children contribute to KS2 results.</p>

		impact for moderate cost, based on limited evidence.'			
Out of class Deputy and SENCO to support and provide coaching for staff providing PP interventions	<ul style="list-style-type: none"> For RN and AN to work with adults that have intervention groups with targeted teaching to ensure effective practice Ensure interventions are effective and disadvantaged children have their academic needs met 	<p>Class sizes at Marriott have become much bigger, and some children eligible for PP fail to thrive in such large groups and need small group interventions.</p> <ul style="list-style-type: none"> Measures of progress now need schools to demonstrate the diminishing of the gap between disadvantaged children compared with all children Children gain greater confidence when working within a smaller group to meet their needs Children must gain rapid progress and be prepared for year 6 	<ul style="list-style-type: none"> Regular Pupil progress assessments and meetings. Intervention map Pupil premium Governor visits. Intervention planning and assessments Data Analysis 	RN AN (SENCO)	<p>Deputy and Assistant providing coaching for whole CPD development to meet needs of children and to ensure more staff are able to deliver interventions and tailored support for pupil premium children.</p> <p>Deputy and Assistant Head provided dedicated support for high needs, vulnerable pupil premium children.</p>
To increase the percentage of PP children who are reaching above expected standards	<ul style="list-style-type: none"> Identify and track PP who achieve above expected in all key stages. Support higher attaining learners To teach challenging topics or higher order skills in addition to supporting lower ability PP children Teacher in Foundation stage responsible for tracking more able PP children from the beginning of EYFS and providing provision to 	<p>Children who are eligible for PP often fail to make expected or accelerated progress. This has been particularly evident for White British Girls at KS2 and White British Boys across the school.</p> <ul style="list-style-type: none"> Schools must demonstrate how higher attaining disadvantaged children are being Children gain greater confidence when working within a smaller group to meet their needs 	<ul style="list-style-type: none"> Regular Pupil progress assessments and meetings. Intervention map Teacher planning/ intervention evidence and assessments Data Analysis 	Literacy and Maths Coordinators	<p>EYFS: Reading GDS: 19% (20% Nat) Writing GDS: 12% (12% Nat) Maths GDS: 18% (13% Nat)</p> <p>KS1: Reading GDS: 10% (29% Nat) Writing GDS: 10% (18% Nat) Maths GDS: 5% (25% Nat)</p> <p>KS2:</p>

	challenge and extend their learning.	<ul style="list-style-type: none"> All children including the more able disadvantaged must gain rapid progress and be prepared for year 6 in order to achieve the higher level 			<p>Reading GDS: 12% (31% Nat) Writing GDS: 12% (24% Nat) Maths GDS: 15% (31% Nat)</p> <p>Improving picture of greater depth across the school.</p>
Total budgeted cost £109,152					

iii. Other approaches					
Action	Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Final Impact and Review
To develop the outdoor environment including the Forest school area	<ul style="list-style-type: none"> To develop the outdoor environment so that it is a stimulating and purposeful area for the children to use at break times and lunchtimes Training for 2 TAs to lead Forest School 	<p>A small number of children within the school who are eligible for PP have particular social and emotional problems as a result of chaotic home lives. These children can sometimes struggle to engage appropriately with other children during unstructured time, and lack the resilience and self-confidence which can hinder their learning,</p> <ul style="list-style-type: none"> Structured activities in the forest school area which develop children's resilience, self-confidence and cooperation Lunchtime clubs and supervised outdoor games – table tennis, 	<ul style="list-style-type: none"> Behaviour logs Governor visits Pupil voice survey 	Phase leaders Forest school coordinators	Forest School area installed in two areas of the school which allows PP with SEMH to work calmly and independently building the necessary skills to succeed in the classroom.

		<p>skipping, basketball have reduced lunchtime incidents</p> <ul style="list-style-type: none"> • Permanent outdoor table tennis tables for kS2 have supported team building and reduced boredom • School council have impacted by leading assemblies and asked for children’s opinions around behaviour, in particular lunchtimes. • Impact on behaviour and engagement in learning 			
Attendance and Welfare Officer	<ul style="list-style-type: none"> • To raise the schools attendance and keep in line with NA • To ensure parents have a good understanding of the importance of being at school and on time • To run the Walking Bus, which includes being responsible for the welfare and Safeguarding of children • Improve recording and feedback to stakeholders (contextual information) • Support parents in getting children to school • Meet regularly with EWO and parents of children who are low attenders – discuss court fines and penalties • Support safeguarding through first day response/ Make home visits • Refer to Family support to support morning routines 	<p>A number of children eligible for PP at Marriott have chaotic home lives which impacts upon attendance and their ability to concentrate on school work.</p> <ul style="list-style-type: none"> • Schools attendance is still below with national • Children need to be at school and on time • Persistent Absence remains significantly below national and needs to improve • Persistent lateness has reduced but still requires monitoring and intervention • Parents are secure through being informed about absence (attendance officer records/ EWO reports/ case study folder) • Better understanding within the community on attendance. 	<ul style="list-style-type: none"> • EWO visits • SIMS • CPOMs records • Contextual information • Amounts of caseloads/ panel meetings/ court fines • Reports from the family support service • Feedback to governors • Parent feedback • Feedback from social services and other agencies • Reports from the family support service • Feedback to governors • Parent feedback • Feedback from social services and other agencies 	Attendance Officer	<p>Attendance has improved on an annual basis. Dedicated EWO has enabled targeted support and proactive interventions for PP families struggling with attendance.</p> <p>Attendance is regularly monitored.</p> <p>However Persistent Absence remains a key concern across the school and remains part of the school development plan.</p>

	<ul style="list-style-type: none"> • Work with EWO/Family Support/Road safety and Highways for 'Walking Bus' • Support with merit assemblies and prize awards for best attending children and best attending class • To provide support to parents and families during term and non-term time • Continue to break down barriers between the school and the community • Support with child protection and other case loads • To work alongside the schools SEN coordinator and Safeguarding Lead to support families and attend meetings e.g. case conferences, MASPs. • To run 'Good to be Me' groups for socially isolated children or for children exhibiting anxiety or aggression. • 	<p>(website/ contextual information)</p> <p>Previous successes need to continue –</p> <ul style="list-style-type: none"> • Successful walking bus allows all children to arrive on time (Case study folder) • Children receive merits and are awarded for attendance (Case study folder) • The attendance officer and the family support worker undertake an increasingly wide variety of work that directly or indirectly seeks to improve pupils' attendance rates • Attendance Officer working closely with Family Support Facilitator continue to provide high quality information and practical help to parents struggling with attendance and lateness (including collecting individual pupils in cases where parents are ill or struggling to physically get their children to school). • Continuation of current initiatives such as 1st day response, signing in electronically, text reminders and court fines, EWO (education welfare officer) meetings, attendance panels and home visits 			
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		<p>There are a large number of children at Marriott from families in crisis, or who have safeguarding concerns. This was having a negative impact on pupils attending school and being able to settle and achieve their academic potential, and so a family Support worker is necessary to help deal with these issues.</p> <ul style="list-style-type: none"> • Children and their parents are supported during challenging times (DSP records/ family support case study) • School is offering support even when closed during holiday times(Previous Family support case study reports) • Parents have Family Support available directly in school <p>Listed below are the different areas of support provided to Families through our Family Support</p> <ul style="list-style-type: none"> • Behaviour (both at home and school) • Parenting Capacity • Routines and Boundaries • School Attendance • Domestic Violence • Housing 			
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		<ul style="list-style-type: none"> • General Health • Local Activities information • Liaising with other professionals involved with the families • Additional funding to employ the Family Support worker to focus on Travellers of Irish Heritage families for 1 day a week 			
Weekly Relate Counselling for identified children	<ul style="list-style-type: none"> • To offer individual support through Young People’s /family Counselling • To work with one or both parents before seeing the Young Person alone. • Establish the reasons for a referral • Build self-esteem - useful in opening up new/ difficult conversations. • Children feel they are “being heard” and acknowledged and gain understanding how to deal with life’s difficulties/challenges. • Helping children to put strategies into place to build up their resilience and self esteem • Understanding that some things cannot be changed and acceptance of that through talking about sadness and loss. 	<p>A small number of children within the school who are eligible for PP have particular social and emotional problems as a result of chaotic home lives.</p> <ul style="list-style-type: none"> • With this support, children are more able to cope with emotional situations beyond their control • Children gain life skills whilst at school providing them with support to ensure they can function and work • Families get needed support • Relationships within the community and school continue to improve • Parental Involvement – increase attendance, community cohesion • A Strengths and Difficulties questionnaire has been 	<ul style="list-style-type: none"> • Reports from the relate service • Feedback to governors • Parent feedback • Feedback from social services and other agencies 	<p>Relate service lead</p> <p>SENCO</p>	<p>Positive impact on identified children helping them to cope with emotional and traumatic circumstances and experiences and to participate in classroom activities with their peers.</p>

		completed as a baseline and this will be repeated at the end of the sessions			
<p>SENCO- 4 days a week out of class</p> <p>Strategic direction/development of SEN provision in school</p>	<p>Overseeing the day-to-day operation of the school's SEN policy</p> <ul style="list-style-type: none"> Supporting the teachers and learning support assistants Following the individual progress of each pupil with SEN, Coordinating provision and overseeing the records Liaising with parents of pupils with special educational needs Contributing to the in-service training of staff 	<p>Marriott has a high number of children on the special needs register. It is therefore absolutely crucial that these children are supported. 21% of the school are on the SEND register, 68% of these children are eligible for PP. The breakdown of SEND is as follows: 32% Speech and Language, 9% ASD, 2% MLD, 16% SEMH, 7% ADHD, 2% Dyslexia, Hearing Impairment 2%.</p> <p>To meet the high needs of SEND at Marriott our SENCO is able to:</p> <ul style="list-style-type: none"> Be adaptable and able deal with tough and sensitive situations 	<ul style="list-style-type: none"> EP visits Contextual information Parent feedback SEND reports 	SENCO AN	SENCO in place and effective, monitored through performance management and pupil progress reviews.

		<ul style="list-style-type: none"> Organise the necessary involvement with external services Responsible for the whole-school improvement of the development and achievement of pupils with SEN. To make sure the school's SEN policy is suitable for the pupils with SEN and is providing them with the best opportunities to meet their needs Observe SEN groups, support SENS pupils within the class and successfully manage the learning and development of the SEN team within the school. 			
Improve parent involvement - communication and engagement	<ul style="list-style-type: none"> Phase leaders to improve the active engagement of parents in supporting their children's learning at school by holding Curriculum evenings, Parents evenings and workshops School to work with family learning to offer parent workshops on cooking, and basic numeracy and literacy skills. School to hold Christmas and Summer Fetes, to work alongside the PTA in arranging these events 	<p>Parents and families of children eligible for PP are often hard to engage with and are often reluctant to get involved with their children's learning. Recent curriculum evenings held to inform parents of the work being covered in each year group was attended mainly by non PP families.</p> <ul style="list-style-type: none"> Research demonstrates that although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive. This is particularly the case for 	<ul style="list-style-type: none"> Attendance figures for workshops, curriculum evenings and parents evenings Parent Surveys 	Phase leaders	Successful and popular early morning workshops with at least 40% of parents attending on a regular basis. Excellent turn-outs for school events fostering closer connections with the parent body.

		disadvantaged families. There is some evidence that supporting parents with their first child will have benefits for siblings.			
To provide Music Provision across the school and orchestra) for Y4, Y5 and Y6 children	<ul style="list-style-type: none"> To provide a weekly class orchestra for all year 4 children Year 2 to have weekly Ocarina lessons External peripatetic music teacher provides quality lessons for children of all ability To establish a school Brass Band 	<p>Many of the children eligible for PP at Marriott have had little opportunity to play musical instruments or attend musical events. Research suggests that music lessons improve children’s learning skills, and playing instruments as a whole class fosters team work and improves concentration skills.</p> <ul style="list-style-type: none"> Children of all academic ability are motivated through the arts To allow children to play an instrument who might not otherwise be able To ensure children gain a wide range of experiences To provide opportunities for all children to become successful Children relate to the PSHE aspect of perseverance and working together Children have experience they might not otherwise have had Improved confidence that then improves overall attainment Children have successfully performed to parents several times a year 	<ul style="list-style-type: none"> Performances Contextual information Pupil voice survey Parent feedback 	HR (Music Lead)	<p>Highly successful brass band provision in Years 3 – 6 with a wide range of external performances and competitions.</p> <p>Additional support undertaken to lead school brass band and to support PP children to increase perseverance, confidence and overall attainment.</p>

		<ul style="list-style-type: none"> School choir has performed at de Montfort Hall Parents have given extremely positive feedback Teachers have noticed an improvement of confidence from most of the PP children involved in the project 			
Outdoor learning	<ul style="list-style-type: none"> To implement Forest schools in Year 5 To enhance the outdoor of EYFS area 	<p>Many of the children eligible for PP, and particularly the girls, have low self-esteem and are reluctant to participate in classroom discussions and give their opinions. Having the opportunity to attend Forest schools builds their confidence and increases their participation across the curriculum.</p> <ul style="list-style-type: none"> Evidence shows that adventure education usually involves collaborative learning experiences with a high level of physical challenge. Practical problem-solving, explicit reflection and discussion of thinking may also be involved Children become more engaged in their learning outside, developing resilience to persevere with tasks. 	<ul style="list-style-type: none"> Contextual information of attendance Pupil voice survey Parent feedback 	<p>JM (Forest Schools)</p> <p>LW (EYFS lead)</p>	<p>Forest School area installed in two areas of the school which allows PP with SEMH to work calmly and independently building the necessary skills to succeed in the classroom.</p>
Arts Participation	<ul style="list-style-type: none"> To enrich the curriculum by sourcing artistic and creative 	<p>Many of the children eligible for PP at Marriott have had very few</p>	<ul style="list-style-type: none"> Contextual information Pupil voice survey Parent feedback 	<p>SLT</p>	<p>Arts provision has been significantly increased giving opportunities to children that</p>

	<p>activities, such as dance, drama, music, painting, or sculpture.</p> <ul style="list-style-type: none"> • Theatre productions at school • Visit to the theatre 'The Hungry Caterpillar' • A previous visiting poet to return to do some poetry work • Arts project with local Secondary school 	<p>experiences to participate in cultural events</p> <ul style="list-style-type: none"> • Previous experience of our children has shown that there are great benefits in not only supporting the creative aspect that our children flourish in, but also the confidence of some children (especially those that do not always achieve as well academically) , this in turn then reflects in their academic ability but also boosts their SEMH aspect of school life through the sense of achievement • According to the EEF toolkit, improved outcomes have been identified in English, mathematics and science learning. 		<p>would not otherwise have. Arts and Craft after school clubs implemented with links to the secondary schools established. Pupil Premium prioritised. Impact has been increased confidence and self-esteem.</p> <p>External agency 'Pedestrian' used to target PP children to undergo a 16 week programme around crafts, ICT, etc.</p>
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Total budgeted cost £158,019