



Objectives of Pupil Premium Spending 2019/20

Objectives of Pupil Premium

This year our whole school priorities are to:

1. To improve writing across the school so that a greater percentage of children are achieving Expected Plus
2. To improve reading in Key Stage 2 to ensure a greater percentage of children are achieving Expected Plus
3. To improve maths in EYFS and Key Stage 1 so that a greater percentage of children are achieving Expected Plus
4. To improve the wider curriculum so that it is relevant to the needs of the children of Marriott Primary
5. To ensure that Persistent Absence across the school is reduced and in line with national figures

On-going Provision

1. To offer to all children in Yrs 3, 4, 5 and 6 the opportunity to learn a brass instrument and to participate in musical events.
2. To continue to offer a wide range of sporting opportunities, both inside and outside of school and benefit from the rewards which have come from receiving the Platinum Sports Award.
3. To continue to develop Route to Resilience programme
4. To continue to engage with Oracy 21 and to keep speaking and listening at the heart of the curriculum.
5. To continue to build an engaging Art and DT curriculum.
6. To continue to build relationships with the community throughout the engagement of a Welfare and Attendance Officer.
7. To continue to offer external therapeutic provision for children with social and emotional needs.
8. To provide a full-time SENCO and a tailored package through LCI and SEMH to meet the needs of children with SEMH.

Focus of CPD for 2019-2020

1. Guided and shared reading with Ann Smalberger
2. Small step interventions with Angela Kirk
3. Greater Depth Writing with LCC
4. Routes to Resilience training
5. Oracy 21 training
6. Early Excellence Maths training for EYFS staff

| 1. Summary Information | | | |
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| Academic Year | 2019/20 | Total PP Budget | £247,200 |
| Total Number of Pupils | 435 | Number of Pupils eligible for PP | 196 |

| 2. Current Attainment | | | |
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| | Pupils eligible for PP at Marriott | Pupils not eligible for PP nationally | |
| % achieving GLD | 73% | 74% | |
| % achieving Year 1 Phonics | 71% | 84% | |
| % achieving expected standard in KS1 reading | 43% | 79% | |
| % achieving above expected in KS1 reading | 10% | 29% | |
| % achieving expected standard in KS1 writing | 38% | 74% | |
| % achieving above expected in KS1 writing | 10% | 18% | |
| % achieving expected standard in KS1 maths | 43% | 80% | |
| % achieving above expected in KS1 maths | 5% | 25% | |
| % achieving expected standard in KS2 reading | 65% | 78% | |
| % achieving above expected in KS2 reading | 12% | 31% | |
| % achieving expected standard in KS2 writing | 65% | 83% | |
| % achieving above expected in KS2 writing | 12% | 24% | |
| % achieving expected standard in KS2 maths | 59% | 84% | |

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| % achieving above expected in KS2 maths | 15% | 31% |
| % achieving expected standard in KS2 SPAG | 68% | 83% |
| % achieving above expected in KS2 SPAG | 27% | 41% |
| Progress in reading | tbc | |
| Progress in writing | tbc | |
| Progress in maths | Tbc | |

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. High percentage of PP children enter EYFS with limited vocabulary and communication skills
- B. High percentage of PP children have social and emotional difficulties and lack resilience and self-esteem which impacts negatively on their academic progress
- C. High percentage of PP children have limited exposure to activities and experiences and the world of work.

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

- D. There are many families with social and emotional needs which impacts negatively for PP children.

4.Desired outcomes (Desired outcomes and how they will be measured)

Success criteria

Diminish the difference in attainment and boost the progress of pupils eligible for PP

Pupils eligible for PP make rapid and sustained progress so that more pupils eligible for PP achieve expected and above standards.

Higher rates of progress and attainment for more able pupils eligible for PP.

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.

The extended curriculum—ensuring disadvantaged children will take a full part in the school's curriculum including educational visits and clubs

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.

Removing Barriers – Interventions to meet the Social, Emotional and Mental health needs of our & parents pupils

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.

Develop necessary resilience and attitudes to learning to be able to thrive at KS3 and make good academic progress to achieve GCSE English and Maths.

To provide a Nurture Provision for those children exhibiting high levels of social and emotional needs.

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 | When will you review |
|---|--|--|---|---|-----------------------------|
| To enhance the EYFS provision | <ul style="list-style-type: none"> Identify children in F1 and F2 who enter working below age related expectations and engage with parents to identify issues Small step interventions for children entering below ARE are in place and monitored to ensure necessary gaps are closed asap Planning in place to ensure PP children are targeted in all areas of learning Ensuring learning is engaging and relevant Continuation of KTC Phonics, Guided Reading and Writing and Early Words. Provide high quality modelled activities from staff to use with children To run workshops for parents to enable them to support children at home To provide good quality and relevant resources that encourage the manipulation of language and higher order reasoning skills | <ul style="list-style-type: none"> GLD below national and PP GLD below national Those that achieve GLD do not always go on to achieve national expectations at other key bench marks, need additional provision Children will become more engaged in their learning, and develop the resilience to persevere with tasks if relevant and engaging curriculum and support is in place. Resources and scaffolding fit for the purpose will develop confidence and enable. | <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 | HS (EYFS lead) SLT EYFS teachers Ann Smalberger Angela Kirk | Termly |
| To improve reading comprehension across the whole school | <ul style="list-style-type: none"> All teachers to have individual planning sessions with Ann Smalberger. All staff to focus on development of language in planning and ensure questions relate to probing of meaning of vocabulary All shared and guided reading sessions to have a range of questions that develop comprehension and inference skills. | <ul style="list-style-type: none"> End of Key Stage 1 and 2 for PP pupils remain significantly below Others Understanding and manipulation of vocabulary is limited for majority of PP Majority of PP have limited access to books and the library outside of school | Observations Data analysis Pupil Progress meetings Assessment of reading. Regular pupil interviews. Parent feedback | A Smalberger (external consultant) VJ RN (Literacy lead) SLT Teachers | Termly |

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| | <ul style="list-style-type: none"> To ensure that pupils have access to high quality and age appropriate texts that are manipulated during reading sessions. To ensure that pupils are exposed to rich and stimulating texts that enable them to access and understand Greater Depth texts | | | | |
| Improve writing provision across the school | <ul style="list-style-type: none"> To develop the school's coaching model for writing with focus on audience and purpose To create planning formats that children can successfully use to write independently Develop the use of scaffolding to encourage less confident writers Introduce techniques from greater depth writing course Create a bank of ARE writing samples Introduce monthly moderation sessions for all teachers to quality assure progress of PP pupils To introduce a tracking system for spelling patterns/high frequency words across the school | <ul style="list-style-type: none"> End of Key Stage 1 and 2 for PP pupils remain significantly below Others Understanding and manipulation of vocabulary is limited for majority of PP Number of PP pupils struggle to retain spelling patterns which impacts of KS2 outcomes | <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 | RN (Deputy head) VJ (Literacy lead) SLT Teachers | Termly |
| To improve the progress and attainment of maths across the whole school | <ul style="list-style-type: none"> Ensure new maths concepts are pre-taught in a variety of visual and practical ways before attempting formal manipulation Develop the use of Fluency in Five to ensure pupil's are constantly re-capping vital maths skills and methods Times tables and number bonds to be taught daily and progress tracked Relevant numbers and counting workshops and sessions introduced throughout school Maths Mastery concepts to be reviewed throughout the school | <ul style="list-style-type: none"> End of Key Stage 1 and 2 for PP pupils remain significantly below Others Many PP pupils lack confidence and resilience when faced with new concepts. This has a negative impact on progress in maths Many PP pupils have problems with short term/long term memory and struggle to retain times tables and number bonds | <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 | JC DG HJ Teachers | Termly |

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| <p>To allow a wider range of learning experiences in and out of school through the subsidy of pupil premium for trips/visits</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 • 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 | <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"> • 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"> • Monitor and ensure work is done before and after a visit/trip in order to maximise on the opportunity • 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>Phase leaders to ensure quality and value for money</p> | <p>Annual y</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 create an new ICT suite with the appropriate resources, CPD and support for teachers to enable children to use technology to support progress across the curriculum • To ensure children aware of the dangers of e safety even when at home | <ul style="list-style-type: none"> • Many PP pupils lack an understanding of the link between technology(coding and programming) And the world of work. • Not enough opportunities are being offered to develop thinking and reasoning skills through manipulating computing | <ul style="list-style-type: none"> • Observations • Data analysis • Assessment of ICT. • Regular pupil interviews. • Governor visits. • Parent feedback | <p>SLT and teachers</p> | <p>Annual y</p> |

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| Invest in a new dedicated Library for high quality literature and resources | <ul style="list-style-type: none"> To create a reading library with the appropriate resources, CPD and support for teachers to enable children to use this area to support progress across the curriculum To ensure children are provided with the best quality literature appropriate to their age | <ul style="list-style-type: none"> Many PP pupils lack the opportunity to read quality texts and to broaden their understanding of cultural issues Not enough opportunities are being offered to develop pupil's exposure to high quality literature and resources | <ul style="list-style-type: none"> Regular pupil interviews. Governor visits. Parent feedback Observations | SLT | Christmas |
| To extend Year 1 canopy to enrich outside learning for children | <ul style="list-style-type: none"> To extend outside learning area by the addition of an extra canopy To provide opportunities for children to engage in learning in an outdoor environment | <ul style="list-style-type: none"> Many pupil premium children struggle with the confines of a classroom setting and benefit from being in an outside setting with a range of stimulating resources | <ul style="list-style-type: none"> | | |
| Total budgeted cost £38,000 | | | | | |

ii. Targeted support

| 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 it? |
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| To improve reading and maths skills for children falling behind. To improve outcomes in KS2 SATs. | <ul style="list-style-type: none"> Assistant Head to lead on teaching and learning for PP pupils in KS2 Track Rapid Readers progress, vast majority of PP pupils Model interventions to close gaps for PP To track spelling for PP Leading on guided reading for Yrs 5 and 6 PP Deputy Head to lead on teaching and learning for PP pupils in KS1 Year 1 closing the gap project Early Words interventions Guided and Shared reading in F2 and Yr1 Training lunch time supervisor to listen to children read and revise tricky words | <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 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. | RN HT | Termly |
| To improve reading comprehension and arithmetic skills in Year 6 | <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 Identify the barriers for these children and develop interventions which address the gaps Angela Kirk One to one tuition and small group work in maths and reading led by Year 5 and 6 teachers and Assistant Head | <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"> 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 | <ul style="list-style-type: none"> Regular Pupil progress assessments and meetings. Governor Visits. Regular CPD followed by SLT monitoring. | SLT | Termly |

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| <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 KS1 and KS2. All support staff to work with 3 children selected by AHT using assessment data and knowledge of SEND • Sight word interventions for yrs 1 and yrs 3 • Beat Dyslexia for identified pupils | <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>AHT DHT</p> | <p>Termly</p> |
| <p>Full time Reading Recovery teacher to support children with have failed to achieve ARE at the end of EYFS and Yr1</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>Elaine J AHT DHT</p> | <p>Termly</p> |

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| <p>Tracking PP pupils in writing</p> | <ul style="list-style-type: none"> • PP pupils identified and tracked in monthly staff writing moderation to identified missing skills. • Class teachers and support staff to work with identified target children to ensure that identified gaps, from meetings are addressed and planned for. • 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 writing is generally below age related expectations and inconsistent • Children do not identify themselves as confident writers • Robust Assessments lead to effective teaching and support the diminishing of differences • Sutton trust identifies ‘small group tuition’ to have ‘Moderate impact for moderate cost, based on limited evidence.’ | <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>Monthly monitoring</p> <p>Pupil progress meetings 3 times per year.</p> <p>Pupil pre-progress meetings</p> |
| <p>To improve reading and maths skills for children falling behind at the end of EYFS and KS1</p> | <ul style="list-style-type: none"> • Year 1 Project: Identify children not achieving GLD at end of EYFS, and put in place small steps programme which will be tracked on a regular basis. • Daily reading and number interventions • Home packs personalised and send home • One to one reading support and mentoring by PP champion • PP champion to work with Year 1 in afternoons, to run small group writing interventions, Big Moves and Early words. • Lunch time supervisors trained to read with children falling behind in reading, on a daily basis. | <p>Many children eligible for PP at Marriott lack parental support, and some have chaotic home lives and safeguarding concerns. This can result in the children falling behind their peers from an early age.</p> <ul style="list-style-type: none"> • Phonics /reading and maths 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 impact for moderate cost, based on limited evidence.’ | <ul style="list-style-type: none"> • Regular Pupil progress assessments and meetings. • Regular CPD followed by SLT monitoring. • Book scrutinies • SENCO feedback and observations | <p>DHT Literacy lead Yr1 lead</p> | <p>Termly</p> |
| <p>Non-teaching Deputy and SENCO to support and</p> | <ul style="list-style-type: none"> • For RN and CM to monitor 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"> • Regular Pupil progress assessments and meetings. | <p>RN CM (SENCO)</p> | <p>Termly</p> |

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| <p>provide coaching for staff. AHT released 3 days a week to provide coaching and tracking of PP progress</p> | | <ul style="list-style-type: none"> • PP pupils make greater progress in small groups where information and concepts can broken-down and re-presented. | <ul style="list-style-type: none"> • Provision Intervention map • Pupil premium Governor visits. • Intervention planning and assessments • Data Analysis | | |
| <p>To increase the percentage of PP children who are reaching above expected standards Greater Depth Writing</p> | <ul style="list-style-type: none"> • Identify and track PP who have the potential to achieve above expected in all key stages. • Track PP who are not on track from previous key stage to achieve GD • To work on planning to ensure that PP pupils are provided with appropriate targets to ensure they make adequate progress • To compare outcomes with national examples of GD writing across the school | <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. Targeted intervention ensures the need of these children are met.</p> | <ul style="list-style-type: none"> • Regular Pupil progress assessments and meetings. • Intervention map • Teacher planning/ intervention evidence and assessments • Data Analysis | <p>Literacy and Maths Coordinators</p> | <p>Termly</p> |
| <p>Total budgeted cost £110,144</p> | | | | | |

| iii. Other approaches | | | | | |
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| 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? |
| DHT Safety Lead PP champion | <p>To ensure that the needs of all PP children are met through:</p> <ul style="list-style-type: none"> • Liaising with AWO to address external circumstances that may be acting as barriers to children being in school • To lead in safeguarding across the school and ensure that the needs of all pupil are met • Identifying vulnerable groups, including gender, and monitoring interventions across the school • To coordinate 1:1 supervision for High Needs pupils | <p>Many of the children eligible for PP at Marriott have safeguarding concerns. 77% of children considered to be vulnerable are PP children. The majority of the children with lateness and attendance issues are PP children with 88% of the children on the Walking Bus being eligible for PP. 78% of the children on the SEND register are eligible for PP.</p> <p>DHT to</p> <ul style="list-style-type: none"> • Lead safeguarding across the school • To liaise with AWO and other agencies to promote the welfare of all children | <ul style="list-style-type: none"> • Date • Reports • Contextual reports • Pupil progress meetings | DH AWO SLT | On going |
| To develop the outdoor environment; including the Forest school area | <ul style="list-style-type: none"> • To continue to develop the outdoor environment. • To ensure it is a stimulating and purposeful area for the children to use at break times and lunchtimes | <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, skipping, basketball have reduced lunchtime incidents • 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 | <ul style="list-style-type: none"> • Behaviour logs • Governor visits • Pupil voice survey | Phase leaders Forest school coordinators | Termly |

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| 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 • 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 | <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. (website/ contextual information) <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 <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 | <ul style="list-style-type: none"> • EWO visits • Simms • 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 | RC(Attendance officer) | <ul style="list-style-type: none"> • Termly |
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| | <p>to support families and attend meetings e.g. case conferences, MASPs.</p> <ul style="list-style-type: none"> To run 'Good to be Me' groups for socially isolated children or for children exhibiting anxiety or aggression. | <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 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 | other agencies | | |
| <p>Weekly Relate Counselling for identified children</p> <p>Way of the Horse</p> <p>Brolay Farm</p> | <ul style="list-style-type: none"> To offer individual support through Young People's /family Counselling Helping children to put strategies into place to build up their resilience and self esteem To identify children who would benefit from equine therapy and outdoor learning | <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 | <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 (AN)</p> | Annually |
| <p>SENCO- 5 days a week non-teaching</p> | <p>Overseeing the day-to-day operation of the school's SEND policy</p> | <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</p> | <ul style="list-style-type: none"> EP visits Contextual information | <p>SENCO HT</p> | Half termly |

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| Strategic direction/d development of SEND provision in school | <ul style="list-style-type: none"> Supporting the teachers and learning support assistants Following the individual progress of each pupil with SEND, Coordinating provision and overseeing the records Liaising with parents of pupils with special educational needs Contributing to the in-service training of staff | <p>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 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 SEND pupils within the class and successfully manage the learning and development of the SEND team within the school. | <ul style="list-style-type: none"> Parent feedback SEND reports | | |
| Provision of Nurture Support for those children exhibiting high levels of social & emotional need | <ul style="list-style-type: none"> To create a Nurture setting in the school's mobile. | <ul style="list-style-type: none"> To create a specialist unit to meet the needs of pupils with SEMH needs who are in danger of exclusion, in a safe and nurturing setting. To provide appropriate staff and resources to meet the needs of children with SEMH. | <ul style="list-style-type: none"> SENCO led | | |
| Provision of additional adults to support pupils with SEMH and in the school's nurture setting | <ul style="list-style-type: none"> To provide personalised timetable and provision for those children with specific learning needs and SEMH needs. Provide training for 1:1 support staff Provide support for children experiencing sudden trauma and unable to cope with demands of a classroom environment | <ul style="list-style-type: none"> Pupils that are unable to stay in class require additional adults to take them to quiet areas and provide tailored interventions <p>Teachers require support developing learning plans for these children.</p> | <ul style="list-style-type: none"> Planning and observation by SENCO | | |
| Improve parent involvement - | <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 | <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"> Attendance figures for workshops, curriculum evenings and | <p>Phase leaders</p> | <p>Termly</p> |

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| communication and engagement | <p>evenings, Parents evenings and workshops</p> <ul style="list-style-type: none"> • 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 | <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 disadvantaged families. There is some evidence that supporting parents with their first child will have benefits for siblings. | <p>parents evenings</p> <ul style="list-style-type: none"> • Parent Surveys | | |
| To provide a range of affordable quality after school clubs and breakfast club | <ul style="list-style-type: none"> • To encourage disadvantaged children to engage in sports as a means to increase educational engagement and attainment. • To encourage disadvantaged children to engage in additional learning activities, such as sports, ICT, art, book club and cooking lessons. • To offer opportunities for all children to be successful • To promote the schools ethos and positive behaviour • To offer opportunities not necessarily available at home in the financial climate • To provide a quality breakfast leading to a good start to the day • To improve lateness figures through coming to breakfast club starting at 8:00 am | <p>Many of the families at Marriott eligible for PP are experiencing financial difficulties and so unable to provide children with extra curricular activities out of school.</p> <ul style="list-style-type: none"> • Research has shown that pupil premium children who engage in sports do better academically • The afterschool cooking and sports clubs have been very successful. Parent and pupil feedback has been very positive and parents have shown a keen interest for their children to take part in these. • Club attendance is very good and the percentage of girls attending has increased • Pupil premium children's attendance has risen • Pupils have achieved medals, trophies and certificates for the school through these various enrichment events, contributing to the growing confidence of children and developing their self-esteem • Children become more engaged with all school life • Children gain skills outside of the usual curriculum • Parent involvement builds relationships with the school and its community • Improved lateness figures through coming to breakfast club | <ul style="list-style-type: none"> • Contextual information of attendance • Pupil voice survey • Parent feedback | <p>RN Sports Premium SLT</p> | <p>Annually</p> |
| To provide Music Provision across the school and orchestra) | <ul style="list-style-type: none"> • To provide a music lessons in yrs 3-6 • Year 2 to have weekly Ocarina lessons • External peripatetic music teacher provides quality lessons for children of all ability • To continue to develop the school's 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 | <ul style="list-style-type: none"> • Performances • Contextual information • Pupil voice survey | <p>HR (Music Lead)</p> | <p>Annually</p> |

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| | | <ul style="list-style-type: none"> 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 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 | <ul style="list-style-type: none"> Parent feedback | | |
| Arts Participation | <ul style="list-style-type: none"> To enrich the curriculum by sourcing artistic and creative activities, such as dance, drama, music, painting, or sculpture. Engage with external Theatre productions at school Visit to the theatre Develop links with secondary schools | <p>Many of the children eligible for PP at Marriott have had very few 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. | <ul style="list-style-type: none"> Contextual information Pupil voice survey Parent feedback | SLT | Annually |
| Total budgeted cost £214,930 | | | | | |

