Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	**Marriott Primary School**
Pupils in school	441 (now) 411 (allocation based)
Proportion of disadvantaged pupils	46%
Pupil premium allocation this academic year	£254,205 (189 pupils)
Academic year or years covered by statement	2020/2021
Publish date	November 2020
Review date	September 2021
Statement authorised by	Ms R Neill
Pupil premium lead	Mrs H Stevens
Governor lead	Ms E Cutkelvin

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A - Covid lockdown
Writing	N/A - Covid lockdown
Maths	N/A - Covid lockdown

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	For internal reference only – Covid lockdown
Achieving high standard at KS2	For internal reference only – Covid lockdown

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To improve outcomes in Maths for PP in EYFS and KS1 so that GLD and KS1 results are closer to national.
Priority 2	To improve reading across the school for PP children to ensure a greater percentage are achieving expected +

Barriers to learning these priorities address	High % of PP children enter EYFS with limited language and experience of number.
	High % PP children have social and emotional difficulties and lack resilience and self-esteem which impacts negatively on their academic progress.
	Large number of PP families do not read outside of school or have books in the home.
	Lack of shared common stories.
	Lack of Early Reading and phonics knowledge in KS2
Projected spending	£254,205

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS1 and KS2	Having to be reviewed due to Covid closure
Attainment in Reading	Achieve national average attainments scores at EYFS, KS1 and KS2	
Progress in Mathematics	Achieve national average progress score at KS1	
Attainment in Mathematics	Achieve national average attainment score at EYFS and KS1.	
Phonics	Achieve national average expected standard in PSC	
Other	Improve attendance of disadvantaged pupils to National Average (95.8%)	

Targeted academic support for current academic year

Measure	Activity
Priority 1 – Maths	Provide training in developing young mathematicians for all EYFS staff.
	Provide training for maths leads in maths 'Keep Up' interventions, and Review and Retrieval.
	Cognitive Training.
	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations.

	Provide home learning resources for Pupil Premium children to encourage maths at home/ rewards – ClassDojo maths rooms with engaging videos and work.
	Whole school initiatives on mental maths, relevant number mornings and counting mornings.
Priority 2 – Reading	Provide training in Early Reading and Phonics for KS2 staff and new staff in KS1.
	Reading Recovery Teacher to provide a programme of reading interventions targeting PP children.
	Establish small group reading interventions.
	Whole school training.
	Launch of Brilliant Books scheme to promote home reading and a bank of shared stories for children.
	Install library to encourage reading for pleasure.
	Whole school reading initiatives to promote reading at home.
	Office manager/pastoral lead – calls made weekly to parents when children not regularly bringing in book bags, reading logs and reading books.
	Phonics rooms on ClassDojo with teaching videos to support children and parents.
	Phonics/guided reading done twice a day in recovery curriculum so children catch up and make good progress.
Barriers to learning these priorities address	Engagement with school initiatives, parents not engaging due to reluctance/ confidence.
	Postponement of working with parents face-to-face due to Covid.
	Communications are via remote learning which will impact on engagement.
Projected spending	£176,341

Wider strategies for current academic year

Measure	Activity
Priority 1 – Maths	Breakfast Club – children attending will be able to concentrate.
	Early morning groups.
	Forest School programme to increase resilience and self-esteem.
	AWO and pastoral support to improve attendance and readiness to learn for most disadvantaged children.

Priority 2 – Reading	Breakfast Club – children attending will be able to concentrate.
	Early morning groups.
	Forest School programme to increase resilience and self-esteem.
	AWO and pastoral support to improve attendance and readiness to learn for most disadvantaged children.
	Reading Therapy Dog to promote reading within school.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	£80,434

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and additional cover being provided for training days.
	Ensuring that best/new practice is embedded within the school.	Effective use of staff meetings to cascade new practice including implementing new initiatives which include a timeframe for implementation and review of effectiveness.
Targeted support	Ensuring small group interventions are effective and diminish the difference between PP and non-PP.	Monitoring of interventions including their effectiveness, progress made and evidence in books.
		Pupil progress reviews
		Observations
		Clear entry and exit criteria
Wider strategies	Engaging the families facing most challenges.	Targeted weekly lists to pastoral support to begin to reach out to those families.
		AWO monitoring attendance of PP children on a weekly basis, monitoring and highlighting trends.

Review: last year's aims and outcomes

Aim	Outcome
To improve outcomes in Maths for PP in EYFS and KS1 so that GLD and KS1 results are closer to national.	Due to Covid and school closures results in EYFS were much lower than we had participated. There were also several closures in EYFS when schools returned die to bubbles bursting. At the end of EYFS only 23% of children achieved their GLD, and 9% of Pupil Premium children. For number 32% of Pupil Premium children achieved Expected in the Early Learning Goal in Number. This will remain a focus in the school's development plan for next year.
To improve reading across the school for PP children to ensure a greater percentage are achieving expected +	In Year 1 47% of PP (9/19) children are at ARE or above. In Year 2 38% of PP (13/34) children are at ARE or above. In Year 3 44% of PP (11/25) children are at ARE or above. In Year 4 29% of PP (8/28) children are at ARE or above. In Year 5 26% of PP (10/28) children are at ARE or above. In Year 6 52% of PP (15/29) children are at ARE or above. All of the above results have been affected by Covid closures.
Improve attendance of disadvantaged pupils to National Average (95.8%)	Stopped at lockdown. Attendance figures continue to be affected by Covid-related issues and ongoing mental health matters.