

Pupil premium strategy statement 2021/2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Marriott Primary School
Number of pupils in school	441
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ms Ruth Neill
Pupil premium lead	Mrs Helen Stevens
Governor / Trustee lead	Mrs Elly Cutkelvin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£283,795
Recovery premium funding allocation this academic year	£30,395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£314,190

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the associated challenges that this can bring. All of the decisions made are based on research conducted by the EEF which supports the idea that common barriers to learning for disadvantaged children can be: less support at home, poor language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. At Marriott, we understand that the challenges that many children face are complex and multi-faceted and so our approach must be tailored to the circumstances of each child. We will ensure that all teaching staff are involved in our strategy so that they can meaningfully contribute. Throughout the year, we have regular pupil progress and SEND meetings which look closely at the performance of Pupil Premium children to identify how best we can meet their needs.

Principles

- We ensure that teaching and learning opportunities meet the needs of all children at Marriott.
- In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.
- We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child or groups of children the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Our Overarching Objectives

- To use our funding to remove the barriers that prevent Pupil Premium children from succeeding both academically and socially at school.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to achieve or exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6 and go on to succeed at secondary school in all subjects.

The range of provision we provide for this group includes but is not limited to:

- To allocate an Intervention teacher to each Key Stage
- To allocate a Learning Support Assistant (LSA) specifically for Pupil Premium children in EYFS and KS1.
- To provide interventions with trained LSAs.
- To provide extra resources to enable Pupil Premium children to complete homework and activities at home.
- To provide a therapy dog to support with emotional and social needs.
- The school employs an Attendance and Welfare Officer to support children in regular attendance and welfare issues. Regular sessions with children are held to focus on self-esteem and resilience.
- Provision of Forest School
- Provision of Chess Club to promote resilience, perseverance and co-operation skills.
- The school employs an Assistant Head specifically to deal with safeguarding issues that may prevent children from succeeding.
- Provision of nurture and hub lunch and lunchtime reading scheme.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote our Going for Gold values and thus enhance learning.
- Subsidise activities including educational visits and breakfast club.
- To allow the children to learn a musical instrument through our Brass Band provision.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Large number of children with SEND needs including social and emotional needs (24% on SEND register and watch list)
2	Poor language and communication skills (80% of children on SEND register)
3	Low attainment on entry to the EYFS in all areas (F1 baseline is 0% ELG, F2 baseline is 0% ELG).
4	Chaotic family lives and Social Service involvement
5	Attendance and Punctuality issues (21% of children have less than 95% attendance)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths
Phonics	Achieve above national average expected standard in Phonics Screen Check
Other	Attendance of disadvantaged pupils is above 95% Reduction in occurrences of low-level and high-level behaviour

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £183,167

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention teachers, additional LSAs, SEND Curriculum Lead (£161,064) To screen children with language difficulties and to put bespoke programmes and interventions in place.	Poor language and communication skills on entry into school. The majority of children are working below age-related expectations and unlikely to have the breadth of vocabulary that enables them to access the curriculum and hinders their attainment in other areas, for example reading and writing.	2
SENCO additional 2 days (£12,103)	61% percent of children on the SEND register are Pupil Premium, 37% of whom are White British.	1, 2
Staff CPD (£10,000)	High quality staff CPD is essential to follow EEF principles in allowing the delivery of tailored interventions for underperforming groups. These include NELI, KTC, SEND, Team Teach etc.	1, 2, 3, 4, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £157,949

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support the running of small group interventions.	Internal data at KS1 and KS2 indicates that Covid-related disruption has had a considerable impact on outcomes especially in 2021: Combined GLD/ARE:	2, 3

<p>High number of LSAs across the school (£102,744)</p>	<p>F2 = 25% Y1 = 18% Y2 = 23% Y3 = 25% Y4 = 25% Y5 = 33% Y6 = 42%</p> <p>Additional interventions are necessary in order for these children to achieve age-related expectations and the additional LSAs provides extra capacity for the teacher to deliver this strategy.</p> <p>www.lambeth.gov.uk - raising the achievement of White working-class pupils.</p>	
<p>Therapeutic social and emotional sessions.</p> <p>Forest School (£22,000)</p>	<p>Forest School increases self-regulation ability and learning to cope with failure as well as building resilience and self-esteem and currently the school uses an external provider to deliver sessions to KS2 year groups twice a week.</p> <p>www.forestresearch.gov.uk</p>	<p>1, 2, 3, 5</p>
<p>Resources for Pupil Premium children (£6,000)</p>	<p>Personalised resources for Pupil Premium children which addresses individual barriers to education. In addition, the school purchases books to run the 'Brilliant Book' scheme which encourages children to read outside of school and develop their vocabulary.</p>	<p>1, 2, 3, 4, 5</p>
<p>To provide quality, teacher led interventions.</p> <p>1 day of Deputy Head and Assistant Head for interventions (£27,205)</p>	<p>Internal data in EYFS, KS1 and KS2 indicates that Covid-related disruption has had a considerable impact on outcomes especially in 2021.</p> <p>Combined GLD/ARE:</p> <p>F2 = 25% Y1 = 18% Y2 = 23% Y3 = 25% Y4 = 25% Y5 = 33% Y6 = 42%</p> <p>Additional interventions are necessary in order for these children</p>	<p>2, 3</p>

	to achieve age-related expectations. www.lambeth.gov.uk - raising the achievement of White working-class pupils.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £46,764

Activity	Evidence that supports this approach	Challenge number(s) addressed
To impact positively on the behaviour of our children using external providers e.g. WOTH, Goldhill (£15,000)	More frequent behaviour difficulties with Pupil Premium children who are more likely to be excluded. This can impact negatively on their academic progress. Using external providers, for example, Way of the Horse, for equine therapy has had a positive impact and reduced behaviour incidents. It also has positive benefits for self-esteem and self-confidence.	1, 4, 5
To promote the emotional wellbeing of children using our Therapy Dog (£2,000)	Sessions with the Therapy Dog provides children with an opportunity to express their feelings, build their resilience and self-esteem and address anger issues in a healthy and supportive environment. www.therapydog.com	1, 4
To improve attendance and parental links. AWO (£25,764)	The provision of support to parents and children in improving attendance has a positive impact on their academic success.	5
To provide emotional support and wellbeing for our disadvantaged pupils. Safeguarding Lead (£13,528)	The impact of Covid has increased the incidents of safeguarding concerns in our community. We have seen an increase in Social Services involvement in Pupil Premium children.	4, 5
To ensure that disadvantaged pupils are provided with a breakfast and a nurturing environment.	Food deprivation has significantly increased following Covid. Research shows that children who are hungry are unable to learn. www.kelloggs.co.uk	3, 4, 5

Breakfast Club and Nurture Breakfast (£4,000)		
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Total budgeted cost: £387,880

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.