



Marlborough Primary School & Nursery - Pupil Premium

What is Premium?

Pupil Premium funding represents the money that the Government provides to schools in order to help them to meet the needs of disadvantaged pupils according to the following criteria:

- Children from low income families i.e. those who are either currently, or have ever been registered for Free School Meals (FSM)
- Children who are defined as 'Looked After' i.e. in the care of the Local Authority or those who have been adopted from Local Authority care
- Children with parents in the regular armed services

Key Principles

Marlborough Primary School and Nursery uses the Pupil Premium funding according to the following principles:

- 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
- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We recognise that not all pupils 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 pupil or group of pupils the school has legitimately identified as being socially disadvantaged

Allocation 2018-19

Marlborough Primary School has received a total amount of £192,560.00 for the financial year 2018-19. This represents 143 pupils according to FSMs children at £1320.00 per pupil, plus an allocation of £3800.00 for children categorised as 'Looked After.'

Use of Funding

In 2017-18 and 2018-19 Pupil Premium Funding has been allocated to the following areas:

- Covering staff costs for specified learning interventions, support and advice
- Providing children with opportunities for one to one tuition in English and mathematics
- Funding extra-curricular and additional opportunities e.g. music tuition
- Subsidising school trips and visits
- Supporting the professional development of the teaching staff

Allocation and Outcomes 2017-18

Marlborough Primary School received a total amount of £187,440.00 for the financial year 2017-18. This represented 142 pupils according to FSMs children at £1320.00 per pupil. This funding helped us to:

- Enable socially disadvantaged learners to develop their literacy and numeracy skills as a result of involvement in specified interventions delivered in small groups. This has led to increased rates for progress for these learners in all year groups
- Ensure a higher level of participation of pupils in additional and extra curricular activities including school journeys. This has had a positive impact on their well-being, progress in learning and physical development
- Provide opportunities for more pupils to learn to play a musical instrument. This was reflected in the quality of performance and the increased numbers of children taking part
- Improve rates of attendance and reduce instances of late arrival among socially disadvantaged learners
- Offer more support and advice to families through a designated Parent Support Adviser/Extended Schools Coordinator. This has helped to facilitate positive outcomes in terms of improving pupil learning behaviours of vulnerable learners including engagement in lessons

Pupil Premium 2017/18

			Expenditure		Percentages
Allocation Per Pupil (£)	No of Eligible Pupils	Total Allocation (£)	Area of Allocation	Amount (£)	% of Total
1320.00	142	187440.00	Learning Intervention Costs - Staffing	133575.03	71.26
			Learning Intervention Costs - Resources	1000.00	0.53
			Adminstrative Costs	4230.85	2.26
			Parent Support Adviser/Welfare Costs	11192.30	5.97
			Professional Development - Staff Training	1000.00	0.53
			Educational Trips and Visits	15325.00	8.18
			One to One/Small Group Tuition	13800.00	7.36
			Music Tuition	3105.00	1.66
			Access to After School Clubs	6505.00	3.47
			Targeted Projects e.g. Growth Mind-Set	600.00	0.32
			Additional Resources e.g. ICT, Playground	1000.00	0.53
			Specialist Speech and Language Support	4125.00	2.20
Totals		187440.00	Total Income	187440.00	104.28
			Total Expenditure	195458.18	
			Balance	-8018.18	

Achievement Summer Term 2018 Characteristics	Year N	Year R	Year 2 Att =95.3% PP= 89.6%			Year 6 Att =96.0% PP=94.0%			
	AP=49 G=21 B=28 PP=28 (20%) GLD - ALL Prime Areas + Reading and Writing (On Entry)	AP=50 G=46 B=44 PP=31 (13%)	AP = 87 G=45 B=42 PP=15 (17%)	Reading	Writing	Maths	Reading	Writing	GPS
All Learners <small>(Secure/ARE or Above)</small>	60%	69%	78%	73%	71%	84%	83%	89%	85%
All Learners <small>(Greater Depth)</small>			38%	27%	33%	43%	21%	54%	42%
Girls	82%	76%				85%	89%	91%	87%
Boys	52%	50%				84%	77%	86%	84%
Pupil Premium	52%	54%				68%	64%	84%	64%
Pupil Premium Non SEN						81%	88%	100%	81%
Non Pupil Premium		78%				91%	91%	91%	94%
PP/NPP Difference		-24%				-16%	-22%	-7%	-20%
PP Non SEN/NPP Difference						-10%	-3%	+9%	-13%
National Average 2018 <small>(PP/NPP)</small>			TBC	TBC	TBC	TBC	TBC	TBC	TBC
White British Learners						71%	67%	76%	62%
National Averages 2018 <small>(ARE)</small>	60%	69%	76%	74%	75%	75%	78%	78%	76%
National Averages 2018 <small>(GD)</small>			25%	16%	21%	25%	18%	31%	23%
School Targets 2018 <small>(ARE)</small>	60%	74%	82%	75%	84%	84%	78%	88%	83%
School Targets 2018 <small>(GD)</small>			30%	20%	25%	36%	30%	50%	30%
School Expectations	70% of Pupils 'On Track' to Achieve or Exceed GLD		80% of Pupils 'On Track' to Achieve or Exceed End of Year Objectives			80% of Pupils 'On Track' to Achieve or Exceed End of Year Objectives			



Marlborough Primary School

“Engage, Support, Motivate, Challenge”

Premium Policy

Vision and Ethos Statement

Marlborough Primary School provides a safe, secure, welcoming and nurturing learning environment where everyone is valued equally. We are an integral part of the community, inspiring our children to be successful lifelong learners, effective contributors, confident individuals and responsible citizens. Marlborough Schools achieves this through partnerships with home, the community and other external agencies.

Overview

The Pupil Premium is a Government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The DfE has given us the freedom to use the Pupil Premium as we see fit based upon our pupil needs. 'It is for schools to decide how the Pupil Premium allocated per FSM pupil is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.' We are accountable for the use of this additional funding.

This funding is targeted to pupils entitled to free school meals (FSM), looked after children and service children, and including those registered for FSM over a rolling six year period.

Aims

The purpose of this policy is to outline how we will ensure that the pupil premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers. Pupil Premium funding represents a significant proportion of our budget and this policy will ensure it is spent to maximum effect.

Communication

We are aware that under The School Information (England) (amendment) Regulations 2012, Schedule 4 there is specified information that has to be published on a school's website.

Section 9 of this regulation requires schools to publish '*The amount of the school's allocation from the Pupil Premium Grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated*' We will publish this information on our website.

Context and Allocation of Funding

We recognise that pupils in receipt of FSM are not a homogeneous group and will have a wide range of need which may include: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. Some children in receipt of FSM will be more able pupils. The challenges are varied and there is no "one size fits all".

Key Principles

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- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

Key Principles - Continued

- We recognise that not all pupils 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 pupil or group of pupils the school has legitimately identified as being socially disadvantaged

Building Belief

We will provide a culture where Staff:

- Believe in the potential of all children
- Ensure there are “no excuses” made for underperformance
- Adopt a “solution-focused” approach to overcoming barriers
- Support children to develop positive learning characteristics including a “growth mind-set” towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (Education Endowment Fund) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils
- All staff are aware of who pupil premium and vulnerable children are
- All pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

Increasing learning time

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours

Going the Extra Mile

In our determination to ensure that all children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis

Individualising support

“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using team leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise e.g. Learning Advisory Teacher, Education Psychologist, Speech and Language Therapist, Behaviour Advisory Teacher
- Providing extensive support for parents (Parent Support Worker) to develop their own skills (ESOL, Literacy, ICT, Back to Work, Managing Money), support their children’s learning within the curriculum and /or manage support in times of crisis
- Tailoring interventions to the needs of the child (e.g. Numicon maths sessions in the afternoons for children who struggle in the main lesson)

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- Two members of the SLT maintain an overview of pupil premium spending
- A governor is given responsibility for Pupil Premium

Reporting

When reporting about the use of impact of pupil premium funding we will include:

- Information about the context of the school
- Objectives for the year
- Reasons for decision making
- Analysis of data
- Use of research
- Nature of support and allocation
- Learning in the curriculum
- Social, emotional and behavioural issues
- Enrichment beyond the curriculum
- Families and community
- Overview of spending
- Total PPG (Pupil Premium grant) received, Total PPG spent and Total PPG remaining
- A summary of the impact of PPG
- Performance of disadvantaged pupils (compared to non-pupil premium children)
- Other evidence of impact e.g. Ofsted, Accreditations
- Case studies (pastoral support, individualised interventions)
- Implications for pupil premium spending the following year

Role of the Governing Body

Our Governing Body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented. Our Governing Body will keep our work in closing achievement the gaps regularly under review in order to monitor the use of Pupil Premium funding.

This policy will be reviewed annually and adjustments will be made according to the analysis of impact and the level of funding.