

Pupil premium strategy statement – Marlborough St. Mary's

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	382
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 – 2026/2027
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Dan Crossman
Pupil premium lead	Russell Goodman
Governor / Trustee lead	Celia Dunne and Kate Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,719
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£157,719

Part A: Pupil premium strategy plan

Statement of intent

At Marlborough St Marys, we strongly believe that all children deserve to thrive. We feel that it is our role to help to close the gap that exists between the disadvantaged and advantaged within our local community. We are aware that this gap is not only academic but also, experimental and pastoral.

Because of our strong focus on the needs of all our learners, all that we do is based within four overarching goal: Talk, Read, Pride and Marlborough

Talk

We know that our disadvantaged children come to us with a significantly less vocabulary than their more advantaged peers. This means that it is vital that we prioritise this within our curriculum. We do this through a whole school approach to questioning where we use think, pair, share to develop children's discussion skills. This approach is also explicitly built into the curriculum. Our reading lessons are based around developing both vocabulary and spoken language. In maths, we focus on the use of reasoning language to explain and unpick mathematical problems.

Read

We know that Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). This means that encouraging and enabling children to read for pleasure sits at the very heart of our curriculum. This is especially evident in our approach to reading lessons where enabling children to enjoy and understand a carefully selected series of high-quality texts is built into the curriculum.

We are acutely aware that in order to read for pleasure, children need the technical skills of reading. Due to this, we have a rigorous approach to phonics and giving children the tools they need to learn to read.

We wish to remove every barrier that lies in the way of children reading for pleasure. Therefore, our children and parents have access to an easy to use, digital reading record. When selecting books, once they are beyond our phonics scheme, children have access to a well-stocked library that is organised by genre to enable children to find books that they love. However, the first port of call for children is their classroom where their teacher will have selected a carefully curated series of books that they feel the children will enjoy and that they can recommend.

Pride

It is vital that our children have a strong sense of pride and self-worth. We address this through our strong set of Christian values. Children are given the language of values and visit these regularly through our whole school worship sessions. Many of our families and children require additional pastoral support. This means that we have a dedicated pastoral team to work with our families as well as a team of emotional literacy support assistants (ELSA) who work closely with some of our most vulnerable children.

Marlborough

Marlborough is a perfect microcosm of the wider society and contains both the most advantaged and disadvantaged in our society. We aim to ensure that our children feel they are an integral part of the town. We do this by forging strong links with the town and giving children as many opportunities as possible to take part in town events. We want our children to fully experience the culture that is available to them and because of this, we have a dedicated role in the school to develop our children's cultural enrichment.

Challenges

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

Challenge number	Detail of challenge
1	Language – We recognise that, on entry, there are gaps in our children's language acquisition. This is reflected in our GLoD figures which show that 50% of our disadvantaged learners achieve this which is 19.9% lower than the national average of 69.9%.
2	Our attendance data over the last year indicates that absence among disadvantaged pupils has been 10.2% this is 4.7% higher than the National Average of 5.5%. 41.1% of disadvantaged pupils have been 'persistently absent' compared to 17.1% at a national level showing a 24% gap to national. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	Attainment – KS1 and KS2 results show a significant gap between DL and Non DL. More detail on this can be found in the table included in the "Outcomes for Disadvantaged Learners" section below.

4	Cost of living and impact on school engagement. This is shown through the high level of pupil premium at the school and the number of families that are struggling financially.
5	High Levels of Safeguarding and the demand on the school systems and capacity to meet need.
6	GLD indicates a gap with children's self-regulation. This presents in the levels of children presenting with challenging behaviour. This further increases the demand on school systems and provision.

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
1 – Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Reading lesson observations will show children clearly articulating themselves in both Peer to peer and child to adult interactions.</p> <p>Observations will show teachers effectively using Think pair share techniques.</p> <p>GLoD will show clear signs of improvement especially in language.</p> <p>All areas of internal data and external data will show a continuation of an upward trend.</p>
2 – Where poor attendance has been identified, our actions have led to improvements.	<p>Clear roles will have been created for pastoral team.</p> <p>There will be improved attendance in the areas of both absence and persistent absence.</p> <p>Internal attendance data will show an upward trend and the impact of our work with families.</p>
3 – Key measures over time show that outcomes for children are improving.	<p>New approach to reading has been constantly implemented.</p> <p>Monitoring shows that QFT is strong</p>
4 – Financial constraints are not a barrier to children's learning.	Affordable schools year 1 criteria will have been met.
5 – Applying the schools rigorous safeguarding will continue to build strong relationships.	CPOMS entries will show improved outcomes for children impact on families.

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: £ 10,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of books for use in Book Talk sessions.</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1
<i>Training for all staff including Maths, English and Phonics.</i>	The EEF notes that staff being kept up to date on the latest strategies has a high impact for a relatively low cost.	3
<i>Purchase of Read Write Inc phonics scheme.</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	3
<i>Purchase of Can Do Maths Scheme and Numbots £680</i>	This has resulted in a proven, high quality Maths curriculum across the school. Research from the EEF has also shown the that homework has a high impact for a very low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	3

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

Budgeted cost: £ 92,556

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Cost of Teaching Assistants £92000</i>	It has been consistently shown that Teaching Assistants have a moderate impact for a moderate cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3
<i>Able, gifted and talented courses £556</i>	This has an impact on the aspiration of our children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £57,483

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Cost of the in-house pastoral team.</i>	The EEF states that Parental engagement is one of the highest impacts for a very low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2 and 5
Wiltshire Wildlife	Physical activity has an impact on children for a very low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	6 and 5
<i>Cost of purchasing Digital Reading Record</i>	The Wiltshire pupil premium research shows that removing barriers for parents to learning has a significant impact on parental engagement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1
<i>Contingency fund for supporting children to attend trips</i>	Based on our experience, we find that this not only helps with parental experience but that it increases the cultural capital of our children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4
<i>Cost of subsidising children to attend</i>	Based on our experience, we find that this not only helps with parental experience but that it increases the cultural capital of our children.	4

<i>the Braeside residential trip.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
<i>Cost of subsidising children to attend the Pencelli residential trip</i>	<p>Based on our experience, we find that this not only helps with parental experience but that it increases the cultural capital of our children.</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4
<i>Taxis £2000</i>	This has a significant effect on the attendance of many of our most hard to reach families.	2
<i>Young Carers £500</i>	This has a significant effect on the attendance of some of our most vulnerable children.	5
<i>Milk and snack £1000</i>	<p>Research shows that children learn best when they are not hungry.</p> https://post.parliament.uk/research-briefings/post-pn-0704/	4 and 2
<i>ELSA £1710</i>	<p>EEF research shows that Social and Emotional learning has a moderate impact for a very low cost.</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
<i>Music Teachers £120</i>	<p>EEF research shows that Arts participation has a moderate impact for a moderate impact.</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	

Total budgeted cost: £ 157,719

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the last year, the school has prioritised the teaching of Phonics as part of an “entry up” strategy of improvement. This has resulted in a significant improvement of phonics results across the board. This was the first step to improving results in all areas with the next focus being on both GLoD and English as well as working to continue the upward trend being seen in Maths in KS2 and reversing the downward trend in Maths in KS1.

We are seeing an upward trend in most areas but this upward trend is not significant enough in both Reading and Writing. For this reason, we are overhauling the English curriculum with both a new reading and writing approach.

Below is a table showing the current data picture across the school.

Area	National	School	GAP To National	Trend
GLoD	52.1%	50%	-2.1%	+18.7%
Phonics Year 1	66.9%	80%	+13.1%	+26.7%
Phonics Year 2	34.8%	87.5%	+52.7%	+70.8%
KS1 Reading	54%	33.3%	-20.7%	-7.9%
KS1 Writing	44.5%	26.7%	-17.8%	+9.1%
KS1 Maths	55.8%	40%	-15.8%	-1.2%
KS1 RWM	40.2%	20%	-20.2%	+2.4%
KS2 Reading	60.2%	55%	-5.2%	-2.1%
KS2 Writing	58.1%	55%	-3.1%	+5%
KS2 Maths	58.8%	50%	-8.8%	+14.3%
KS2 RWM	44%	45%	+1%	+9.3%

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that there is a significant issue with the attendance in all areas for disadvantaged learners.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present we not on track to achieve the outcomes we set out in the previous 3 year cycle. Because of this, we have significantly changed our strategy going forwards.

Externally provided programmes

Programme	Provider
Read, Write Inc Virtual Classroom enabling remote access and support for phonics teaching	Read, Write Inc
Can Do Maths for planning and delivery of Maths lessons.	Buzzard publishing
Numbots for children to use as part of home learning.	Maths Circle LTD

How our service pupil premium allocation was spent last academic year

A small number of our pupils receive Service Premium funding. This funding was used to support them in addressing any learning / emotional needs through the use of ELSA / Wiltshire Wildlife or One-to-One interventions.

The impact of that spending on service pupil premium eligible pupils

Assessments demonstrated that the Service Premium funded pupils made at least good progress in all areas of the curriculum.
The percentage of pupil premium eligible pupils achieving the expected standard at the end of Y2 and Y6 to increase on the previous recorded year.

Further information (optional)

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