

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Marlborough Road Academy
Number of pupils in school	289
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Miss J.Richens Principal
Pupil premium lead	Mrs C Clarke Diversity and Inclusion Manager
Governor / Trustee lead	Ms Vicki Chadderton
Detail	Amount
Pupil premium funding allocation this academic year	£235,450
Recovery premium funding allocation this academic year	£26,390
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	£261,840

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1.	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, vocabulary and comprehension gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and exacerbated by periods of absence from school due to C19, despite remote live teaching. Despite catch up strategies, this still remains a challenge.

2.	Underdeveloped oral skills are reflected in underdeveloped written language skills (including GPS) with pupils falling further behind age-related expectations as a result of the pandemic. Assessment data shows that 13% of pupils have age related vocabulary acquisition on entry to Nursery in 2021.
3.	Annual survey data indicates that listening to and reading to children at home is still one of the top 5 barriers to learning. Opportunities for many to practice reading and phonics outside of school are limited.
4.	<p>Assessments, observations, the recovery curriculum map and discussions with pupils indicate that pupils have gaps in their mathematical skills, knowledge and understanding, which affect their fluency. Despite improvements in outcomes in this area in 2022, the language of Geometry, fractions and problem solving remains an area for development.</p> <p>Disadvantaged pupils achieve broadly in line with non-disadvantaged pupils and in some cases better, however all pupils are achieving below national standards.</p>
5.	<p>The school is in an area of high deprivation meaning that in many cases, pupils' access to wider life experiences is limited. This impacts on their understanding of the world, development of wider interests and talents, cultural capital, related language and comprehension abilities. Limitations on access to such experiences during C19 has compounded this issue.</p> <p>Data analysis shows that UW is a priority for EYFS</p>
6.	Admissions data shows that the school has a high number of international new arrivals with limited or no English or school experience across the school (69% of pupils do not have English as their first language and 2% are proficient English speakers). Many pupils do not speak English at home.
7.	SEMH needs are high and internal records show an increase in levels of anxiety amongst the school population as a result of the cost-of-living crisis and ongoing world events. Combined with complex home circumstances for a large number of families, this impacts on pupils' ability to access learning.
8.	Despite substantial support from school with access to technology (200 Chromebooks on extended loan supplied to facilitate remote home learning and homework provided), many families continue to experience issues with on-going connectivity.
9.	<p>Rates of attendance for disadvantaged and non-disadvantaged pupils are above national average for 2021/2022 , however they are below pre pandemic national average levels, therefore contributing to slower academic progress.</p> <p>Since the reopening of travel corridors, the number of families travelling during term time has risen as has the number of families not returning on time following a school holiday.</p> <p>The number of families CME'd over the last year is 16.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting all pupils progress, including the disadvantaged and otherwise vulnerable.</p>

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
Improved oral language, vocabulary and comprehension skills amongst disadvantaged pupils	<p>Assessments show that pupil scores are rising: Wellcomm, NELI and ELKLAN/TALC</p> <p>Rising scores triangulate with other forms of assessment/monitoring such as observation, pupil conferencing, work scrutiny indicating pupils' increased ability to apply improved language skills to their learning</p>
Improved written language, vocabulary and GPS skills amongst disadvantaged pupils	<p>The gap to national standards of attainment continue to close at Y2 and Y6 year on year.</p> <p>Progress data for pupils in Y6 improves year on year from the 2019 baseline of -1.2 for disadvantaged pupils</p> <p>Internal assessment data shows improving outcomes for disadvantaged pupils in Y1, Y3, Y4, Y5</p> <p>Internal data shows an increased % of pupils leaving EYFS Y1 ready in reading year on year</p> <p>Targets set for writing outcomes for individuals pupils in receipt of FSM are met by at least 90% of disadvantaged pupils (without complex SEND)</p>
Improved phonics skills for disadvantaged pupils	<p>Phonics screening check outcomes reflect the positive impact of QFT in early reading and continue to rise</p> <p>Standards of attainment in phonics in Y1 remain at least in line with national</p> <p>Internal data shows an increased % of pupils leaving EYFS Y1 ready in reading year on year</p> <p>Targets set for phonics outcomes for individuals pupils in receipt of FSM are met by at least 90% of disadvantaged pupils (without complex SEND)</p>
Improved reading attainment and progress for disadvantaged pupils	<p>National standards of attainment continue to be met at Y2 and in Y6 the gap closes year on year.</p> <p>Progress data for pupils in Y6 improves year on year from the 2019 baseline of -0.2 for disadvantaged pupils</p> <p>Internal assessment data shows improving outcomes for disadvantaged pupils in Y1, Y3, Y4, Y5</p>

	<p>Targets set for reading outcomes for individuals pupils in receipt of FSM are met by at least 90% of disadvantaged pupils (without complex SEND)</p>
Improved maths attainment and progress for disadvantaged pupils	<p>The % of pupils leaving the EYFS at national standards in GLD continues to rise</p> <p>National standards of attainment continue to be met at Y2 and the gap closes in Y6 year on year.</p> <p>Progress data for pupils in Y6 improves year on year from the 2019 baseline of +0.7 for disadvantaged pupils</p> <p>Internal data shows an increased % of disadvantaged pupils leaving EYFS Y1 ready in maths year on year</p> <p>Internal assessment data shows improving outcomes for disadvantaged pupils in Y1, Y3, Y4, Y5</p> <p>Targets set for maths outcomes for individuals' pupils in receipt of FSM are met by at least 90% of disadvantaged pupils (without complex SEND)</p>
Disadvantaged pupils have the cultural capital they need to move on to the next stage of their education	<p>Disadvantaged pupils take part in at least one trip/visit/visitor experience per term.</p> <p>Disadvantaged pupils are represented on bodies and within groups promoting leadership and development across the school, within the Trust and the wider world</p> <p>Pupil voice indicates that the % disadvantaged pupils feel that they have the skills and experience need to compete with their peers locally, nationally and internationally increases year on year.</p> <p>Disadvantaged pupils continue to be introduced to a wide range of experiences/disciplines through the pupil charter, the curriculum and through extra curricular opportunities. The % of disadvantaged pupils attending after school clubs rises year on year.</p> <p>Attainment in the specific ELG of UW rises year on year.</p>
Pupils new to English acquire language quickly and can access the curriculum fully	<p>Attainment for disadvantaged newly arrived pupils rises year on year</p> <p>Internal tracking shows that systems in place in school for helping these children to acquire language rapidly are effective</p>

	Pupil conferencing shows that pupils who have joined the school outside the regular admission times know, remember and can do more
All disadvantaged pupils are able to access appropriate connectivity to complete homework and remote home learning (as/if required)	<p>Parental questionnaires show that all disadvantaged pupils have access to the necessary hardware and connectivity to work online.</p> <p>Homework records show that at least 90% of disadvantaged pupils regularly complete their homework</p> <p>100% of disadvantaged pupils access remote home learning if it is required and they are well enough to do so.</p>
Improved rates of attendance for all pupils but especially disadvantaged pupils	Attendance rates for all pupils including disadvantaged and otherwise vulnerable pupils are rising year on year and are consistently above 95%, with PA below 10%.

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)

Total Budgeted - £45,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching through the deployment of additional teaching assistants.</p> <p>We will support access to high quality CPD for staff, so that the support they provide mirrors the meta-cognitive approach taken by teachers</p>	<p>Despite their starting points, all disadvantaged pupils have the opportunity for further support in English and Maths, if and as required.</p> <p>Research shows that the effective use of a meta-cognitive approach to support adds 7+ months to pupils' progress. This is rated as a high impact strategy by the EEF.</p> <p>EEF research indicates Teaching Assistant interventions can add 4+ months to pupils' progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>EEF Teaching and Learning Toolkit</p>	1,2,3,4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p>ELKLAN, TALC</p>	<p>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. Rated by the EEF as a high impact strategy.</p> <p>Evidence: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p> <p>SALT - £5450</p> <p>Phonics Booster - £6500</p>
<p>Purchase of update training for DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. This is rated as a high impact strategy by the EEF.</p>	<p>3</p> <p>Ruth Miskin - £4068</p>

Read, Write Inc	Evidence: Phonics Toolkit Strand Education Endowment Foundation EEF	
<p>Purchase of resources to support pupils to develop mathematical fluency to secure stronger outcomes for pupils. We will support CPD for staff.</p> <p>Mathletics</p> <p>Tutor Trust NTP</p>	<p>The EEF guidance is based on a range of the best available evidence. This focuses on building on pupils existing knowledge, using manipulatives and representations, strategies for problem solving, developing a rich network of mathematical knowledge:</p> <p>Evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>4</p> <p>Mathletics - £1647</p>
<p>Structured programme of enrichment to develop pupils' cultural capital, leadership skills and related vocabulary</p> <p>We will support the re-sourcing and staffing of the programme and related CPD</p> <p>Learning and lunchtime</p> <p>After school clubs</p> <p>Rights Respecting School</p> <p>Pupil Leaders Programme</p> <p>Breakfast Club</p>	<p>The EEF recognise that wider strategies relating to the most significant non academic barriers to success in school may include those that build</p> <p>The Cultural Learning Alliance champions the right to access to Art and Culture for every child</p> <p>The Sutton trust research project 'Subject To Background' found that bright disadvantaged children would be more likely to attain 3 A-Levels if, in addition to a high quality education, they had enrichment and supportive home learning environments from a young age</p> <p>The Social Mobility Commission report An Unequal Playing Field uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.</p> <p>https://culturallearningalliance.org.uk/briefings/Sutton Trust Report 'Subject To Background'</p> <p>Social Mobility Commission Report 'An Unequal Playing Field'</p> <p>EEF Guide to the Pupil Premium</p>	<p>5,</p> <p>£27,850</p>

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

Total Budgeted: £89,482

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>NELI, Wellcomm</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Evidence:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p> <p>EYFS TAs - £25,700</p>
<p>Intervention for disadvantaged pupils new to English and those who are more than 2 years behind their chronological age (maths) enables rapid progress for all, despite high levels of mobility</p> <p>Oral language Phonics Reading Writing Maths</p>	<p>Specialist TA intervention allows for highly focussed tuition</p> <p>EEF research shows that this adds 4+ months to the rate of pupils' progress</p> <p>EEF Teaching and Learning Toolkit</p>	<p>1,2,3,4, 6</p> <p>Phonics staff - £4500</p> <p>EAL £14,315</p> <p>In class support £26,775</p> <p>Reading £6,224</p>
<p>Phonics intervention groups to ensure that pupils at risk of falling behind keep up with the programme</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. This is rated as a high impact strategy by the EEF that can add 6+months progress for pupils.</p> <p>Evidence:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p> <p>Phonics TA - £8400</p>
<p>Additional reading support to bottom 20% of readers</p> <p>1-2-1 basis</p> <p>Additional reading support for identified pupils lacking speed and fluency</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p>Support provided by trained TAs</p> <p>EEF research shows that this adds 4+ months to the rate of pupils' progress</p> <p>EEF Teaching and Learning Toolkit</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3</p> <p>Intervention – staffing costs - £3568</p>

Bookmark Programme	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Total Budgeted - £126,983

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for attendance officer. We will also continue to pursue the engagement of families with poor attendance in projects/shared activities to develop relationships and raise the awareness of the need for regular attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>9</p> <p>Attendance - £20,610</p> <p>Enrichment - £13,745</p> <p>Trips £500 (CC)</p>
<p>1-2-1 and small group SEMH support available to pupils who need it delivered by specialist staff</p> <p>Key Workers</p> <p>Nurture Unit and staff CPD</p>	<p>Both targeted interventions and universal approaches can have positive overall effects</p> <p>Nurture based provision includes 10/14 effective evidence-base components as part of their provision (EEF Teaching and Learning Toolkit)</p> <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements are more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff</p> <p>Evidence:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5, 6, 7</p> <p>Keyworkers - £46,478</p> <p>Nurture - £45,650</p>

	https://www.nurtureuk.org/what-we-do/research-and-evidence/impact-and-evidence/eef-toolkit-and-nurture-groups	
Support to be provided to disadvantaged families lacking internet connectivity	Data costs for identified families at strategically important times to ensure pupils do not fall behind in their learning	8
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. This includes 25% of the School Lead Tutoring costs	All

Total budgeted- £261,980

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.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was broadly in line with and in some cases better than that of our non disadvantaged pupils. This is a testament to the positive impact the PP strategy and Catch up strategy have had over the last year and shows a progression from the last nationally published data in 2019, where outcomes for disadvantaged pupils lagged behind those of their non disadvantaged peers.

PP and catch-up actions taken in relation to phonics were particularly successful in 2021/22 with 82% of disadvantaged pupils in Y1 pupils passing the phonics screening check at the end of the Autumn Term, compared with 76% of all pupils. 100% of PP pupils targeted in phonics booster groups passed the phonics screener (in house data) As a result of the positive impact on standards, leaders intend to continue with this element of the strategy.

Speech and language and vocabulary building strategies (ELKLAN) were successful in beginning to mitigate against the impact of long periods of time for many pupils with limited contact with English. The NELI programme began in EYFS and baseline data was collated. Completion of this programme showed all children making progress and an increase in children achieving GLD (66% of the group) Reading comprehension outcomes (internal data) at the end of the summer term 2022 are significantly above outcomes of all pupils in yr2 and yr6. This is the result of effective in class deployment of TA support. Leaders intend to continue with these strategies in 2022/3

High levels of mobility persist and the challenges identified for the next 3 years in this area remain the same as those in the last three year plan. In the last 5 years, 315 children have joined, 208 have left despite brexit and a global pandemic. Rates of attendance for disadvantaged and non-disadvantaged pupils are above national average for 2021/2022, however they are below pre pandemic national average levels Leaders plan to continue with attendance related strategies, as this is an ongoing need.

Our assessments and observations indicated that pupil wellbeing and mental health were impacted last year, due to continued COVID-19-related issues, the impact of the cost-of-living crisis and ongoing world events. We used pupil premium funding to provide wellbeing support for all pupils to help them manage the transitions between home and school-based learning, and targeted interventions where required, including working with anxious parents. We are building on that approach with the activities detailed in this strategy. With high levels of mobility and many pupils arriving with no previous school experience or the effects of trauma, the PP grant is routinely dedicated to SEMH support with great effect. FTE have reduced since 2019 and PEX are in line with national rates.

Catch up funding for phonics.

Of the children highlighted as needing phonics catch up:

27/35 (2 new children) - 77% children progressed through the read write inc groups.

28/37 - 76% passed the phonics screener.

Leaders made use of the School Lead Tutoring funding, as they believe that the most effective support can be provided by the staff who know the children best. 25% of the cost of this will be funded from within the catch-up grant. The impact of this was that 59% of children are now at expected standards.

Tutor's trust – 55% of pupils who worked with tutor's trust achieved expected standard who were previously below expected standard in maths.

Bookmark reading – 67% of pupils are now at expected standard in reading who were previously below.

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Kagan structures to develop effective behaviour for learning and increase pupil engagement and participation in lessons.
- Rosenshine's Principles of Instruction inform all teaching, including interventions and 1-2-1 support. This ensures that learning is delivered in a consistent way across subjects, classes, phases within the school. Research shows that there is a solid evidence base to support the effectiveness of this approach.
- An effective recovery curriculum is in place to ensure that gaps in pupils' skills, knowledge and understanding are identified and filled, alongside the delivery of an age appropriate curriculum
- Disadvantaged families continue to receive support from school and its charitable partners with food and clothing to ensure that pupils are ready and equipped to learn.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated what has worked well and what has not had the desired impact from our previous 3 year strategy. We have looked across all three years to evaluate the impact of our actions pre and during the pandemic, to gain a reliable picture of how best to support our disadvantaged pupils.

We triangulated evidence from multiple sources of data including assessments, survey data, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

As we are a new school and do not have 3 years of data in the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours, we contacted schools within our Trust with similar contexts and with high performing disadvantaged pupils to learn from their approaches.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils and to ensure that they are not negatively impacted by the C19 pandemic in the longer term.