



### Pupil Premium 2017 – 2018

The government introduced the Pupil Premium Grant in 2011. It is additional funding allocated to schools to work with pupils eligible for free school meals at any point in the last 6 years (referred to as Ever 6). The level of Premium for 2017/18 is £1,320 per pupil, looked after children or those adopted from care are allocated £1,900 and pupils with a parent in the Armed forces have an allocation of £300. It is up to school to decide how the Pupil Premium Grant is to be spent as they are best placed to assess what individual provision should be made tackle disadvantage and support the children who need it most.

#### Policy Statement:

At Marus Bridge we believe that we use our Pupil Premium Grant in the best way possible to tackle the underlying inequalities between the children who are eligible to receive it and their other peers. We ensure that funding to tackle disadvantage reaches the pupils who need it most.

This Pupil Premium statement outlines in detail our strategy.

## Pupil Premium strategy statement 2017 – 2018

1. Summary information					
<b>School</b>	Marus Bridge Primary School				
<b>Academic Year</b>	2017/18	<b>Premium Budget</b>	£79,620	<b>Date of PP review</b>	September 2017
<b>Number of pupils on roll</b>	374	<b>Pupils eligible for PP</b>  <b>16% PP</b>	59 Ever6 – 50 Post LAC – 6 Service – 2 Ever 6 & Service 1	<b>Date of next review</b>	September 2018
2. Current attainment at the end of Key Stage 2					
		Pupils eligible for PP (our school)		Pupils not eligible for PP (school)	
% achieving expected in reading, writing & maths					
Expected progress in reading~~		100		86	
Expected progress in writing		78		92	
Expected progress in maths		66		86	
3. Barriers to future attainment for pupils eligible for PP					
In-school barriers					
A	Low attainment levels in some year groups and some subjects.				
B	Low rates of attendance and higher rates of persistent absenteeism than others				
External barriers					
C	Lack of parental support with homework and home reading				
D	Parents not phoning in and reporting absence				
4. Desired outcomes			Success criteria		
A	Identify pupils and provide intervention so that they catch up and achieve the expected standard or greater depth.		In Y3 narrow differences in reading, writing and mathematics (see targets). Ensure identified pupils in Year 6 meet their targets, especially the most able disadvantaged.		
B	Narrow the difference in attendance between eligible pupils and others from 93% to 95%		Attendance of disadvantaged pupils increases to 95%		

C	Increased parental involvement and engagement for targeted disadvantaged pupils.	AfA meetings and information given on letter and parents meetings on how to support their children at home. This will then influence reading and homework being more consistent, ensuring attainment and progress for these groups improves. Home reading times 4 per week Homework completion improves termly Spelling and tables scores show increase weekly/termly.	
D	Disadvantaged children moving closer in-line with others.	Attainment and progress data for targeted pupils shows accelerated progress .	
<b>5. Planned expenditure for 2017-18</b>		<b>Costings</b>	
<b>Accelerate progress of identified pupils so they meet the expected standard or GDS (the most able) by July 2018</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>
Successfully maximise achievement. Accelerated progress for the identified children from their individual starting points (See tracking documents and pupil progress notes)	Range of interventions – See year group intervention logs  Small group interventions identified through data tracking  More Able Disadvantaged clubs to provide challenge  Targeted intervention for disadvantaged	Data from July shows that in certain year groups Y3, Y5, Y6. PP children are working below their peers. No PP children achieved GDS in Y6 maths.	Termly PPM  Intervention logs and reviews completed  Pupil interviews
			Staff lead JL AA All teachers
			When will you review implementation? December 2017  March 2018  July 2018
			Yearend review

	children at risk of not making at least expected progress.					
Narrow differences in Y5 and 6	<p>Employment of a 0.6 teacher to ensure smaller class sizes therefore pp children target and use individual strategies easier to support PP children</p> <p>Mixed ability groups in Y5 English to accelerate progress</p> <p>Literacy and numeracy leads to support with quality first teaching.</p>	<p>Smaller class sizes last year ensured that vulnerable groups were making good progress and did not use as much intervention as skills teachers taught them at point of need (see EEF toolkit).</p>	<p>Monitoring each term by phase leaders and AHT focusses on PP children and progress being made.</p>	<p>JT AA HT DHT</p>	<p>December 2017</p> <p>March 2018</p> <p>July 2018</p>	
Improved outcomes for PP children.	<p>System in place for regular reporting through intervention provision maps in each year group, in addition to existing school reporting system. Impact on levels of progress in English and Maths.</p>	<p>Inconsistency in data across subjects and year groups for achievement of PP children in relation to others.</p>	<p>Termly tracking of PP progress in English, Maths and the foundation subjects. Issues reviewed and Intervention and support offered by SLT</p>	<p>DHT AHT HT</p>	<p>December 2017</p> <p>March 2018</p> <p>July 2018</p>	

			and within department to ensure swift response where necessary.			
Quality first teaching is evident in all classrooms. Teaching is never less than of a good standard or better.	SLT to monitor teaching and learning regularly each half term through lesson observations, book scrutinise, learning walks etc. to ensure that Quality First Teaching and learning is at least good daily and that disadvantaged children benefit from this. Training has been given to all staff by the SENCO in all areas, R.Aldridge in English and Maths and by S.Carver in UKS2 for English.	Children taught in class rather than in intervention do better as highly skilled teachers teach them differentiating accordingly.  Accurate feedback is followed up by pupils daily and as result progress is evident.	Intervention impact and value for money measured at PPMs against in class results.  School leadership team will monitor and focus on vulnerable groups in lesson observations and book scrutiny.  Discussions made at PPMs	<b>AHT</b> <b>DHT</b> <b>HT</b> <b>Govs</b>	December 2017  March 2018  July 2018	

<b>Low rates of attendance and high rates of persistent absenteeism</b>					
<p><b>Raise attendance of disadvantaged pupils from 93% To 95% minimum</b></p> <p>Support children and families to overcome a range of Social Care barriers</p>	<p>Employment of full time pastoral manager</p> <p>Lunch time and bespoke nurture provision</p> <p>1:1 learning support</p> <p>Small group support</p> <p>Regular liaison with CS from Hawkley</p> <p>Safeguarding Training</p>	<p>Last academic year a high % of PP children were late before and after registration closed when compared against the others. PP 1.15 Non pupil premium 0.77</p> <p>Attendance over the year of PP children was lower than non-pupil premium children. PP 95% Non PP 97%</p>	<p>Regular liaison with parents/carers</p> <p>Safeguarding training accessed by all who need it.</p> <p>Reports given from Pastoral Manager to SENDCo.</p>	<p><b>KB</b> <b>AA</b></p>	<p>December 2017</p> <p>March 2018</p> <p>July 2018</p>
<p>90% pupils receiving mentoring are ready to learn and able to engage in their learning.</p>	<p>Support for pupils with anger management issues, behaviour concerns, low self-esteem and lack of confidence.</p>	<p>Intervention logs completed</p> <p>Assessment completed prior and post work completed</p> <p>Pupil interviews</p> <p>Timetables slots</p>	<p><b>KB</b> <b>TH</b></p>	<p>December 2017</p> <p>March 2018</p> <p>July 2018</p>	

<p>At least 90% pupils participating in interventions have raised self-esteem and self-confidence, which is evident in their behaviour and engagement in lessons.</p>	<p>Pastoral lead to offer early intervention and preventative support to children, parents and families, working in partnership with other agencies to promote positive outcomes for children within a school context.</p>		<p>Pupil Interviews</p> <p>Parent voice questionnaire</p> <p>AfA meeting feedback</p> <p>Intervention impacts and value for money measured at PPMs.</p>	<p><b>KB</b> <b>JL</b></p>	<p>December 2017</p> <p>March 2018</p> <p>July 2018</p>	
<p>Vulnerable groups attendance and punctuality is improved to 97%</p>	<p>Pastoral manager to lead on attendance and lateness and follow up on any recurring problems.</p>		<p>Pastoral manager to liaise with AHT and HT on attendance and lateness.</p>	<p><b>KB</b></p>	<p>Half term intervals</p>	

<b>Leadership and management of disadvantaged pupils' attainment and progress.</b>						
Ensure that pupil premium children have access to high quality educational visits and experiences.	100% PP pupils participate in trips and visits to support their learning. Pupil engagement improved.	Children who are engaged in learning are higher attaining and make more progress.	Enrichment opportunities planned throughout the curriculum cycle.	<b>AA</b> <b>SBM</b> <b>All teachers</b>	December 2017 March 2018 July 2018	<b>Yearend review</b>
Resources and equipment provided to enrich curriculum activities and support learning	Class teachers given the choice of what resources would benefit the vulnerable children in their class and evidenced how this will have impact.  Milk offered to all children on PP.	Provision for our more able disadvantaged children is inconsistent across school. Support offered within phases is inconsistent within school.	AHT to liaise with SBM regarding PP spending and funding termly/	<b>All teachers</b> <b>AA</b>	December 2017 March 2018 July 2018	
PP Lead to raise profile and achievement of PP pupils with all staff including new teachers and TAs.  Achievement gap between PP pupils and non-PP pupils reduced in reading, writing and maths.	Ensure clearly defined leadership responsibilities accountable for the progress of PP pupils.  PP pupils clearly identified to all staff  Core subject leads to feed back to phase leaders on findings and ensure staff are focussing on these children.	Inconsistencies for information sharing with up to date lists when provided.  Data from July shows some inconsistencies across school with attainment and progress in English and Maths.	Rigorous tracking and monitoring of PP pupils who are not reaching full potential by Literacy and Numeracy leads and reviewing termly with AHT/SENDCo impact of all provisions and interventions.	<b>AA</b> <b>All staff</b> <b>GM</b> <b>RA</b>	December 2017 March 2018 July 2018	



	Intervention logs clearly show disadvantaged children and what is being offered.					
	Pupil premium costings per term completed.					
<b>6. Review of expenditure 2016-17</b>			<b>Costings</b>			
Additional teacher in KS2			£26,685.00			
Intervention and additional support			£22,760.00			
Subsidies to promote equal opportunities Inc. trips			£4230.50			
Subsidies to milk			£321.86			
1:1 and 1:2 tuition			£7000.00			
Learning resources			£5420.00			
DHT booster in Y6			£3462.64			
SL booster in Y6			£3000.00			
<b>Total spend</b>			<b>£72,880.00</b>			

## Pupil Premium Costings 2017-2018

Action	Cost	Activity	Total cost
Additional teacher to ensure smaller class sizes in KS2. PP children getting more support in smaller groups.	£26,685	Quality first teaching in all KS2 classes.	£26,685
Intervention and additional support across school	£23,9235	Every child counts Totem reading Maths catch-up English and Maths booster GDS Nurture KS2 reading club AfA scheme Early Years support Lego therapy	£50,620
Subsidies to promote equal opportunities across school	£3,000	Kingswood residential trip Termly trip in all year groups Visit to the theatre Visiting theatre group Sporting challenges across WOWS Quiz time for GDS Homework club for Y6 pupils Provision of time and access to e-readers, iPad and laptops Milk and toast	£53,620
1:1 and 1:2 tuition across school	£6,000	English and Maths	£59,620
Learning resources	£11,000	Book club Individual requirements from classes Clicker 7	£70,620
Pastoral manager appointment	£9000	Supporting children on PP as needed Managing attendance ensuring PP children are in line with national average and others.	£79,620