

Pupil premium strategy statement Marwood School

1. Summary information					
School	Marwood School				
Academic Year	18 / 19	Total PP budget	£2640	Date of most recent PP Review	July 2019
Total number of pupils	118	Number of pupils eligible for PP	2	Date for next internal review of this strategy	July 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	Cohort too small	%
% making progress in reading	Cohort too small	%
% making progress in writing	Cohort too small	%
% making progress in maths	Cohort too small	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Teaching targeted at greater depth to ensure progress of all pupils
B.	Access to learning opportunities in the home
C.	The opportunity to build social capital
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance and mobility of students

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Teaching staff direct teaching to ensure pupils eligible for PP receive scaffolding to support learning at all levels	All children including eligible for PP make at least expected progress. KS1 to KS2
B.	Pupils eligible for PP are able to use school resources to complete tasks	Pupils eligible for PP have the same access to learning as all other pupils
C.	PP funding used for music lessons, Educational visits and after school clubs to build social capital	Pupils eligible for PP have the same access to the wider life of Marwood School as all other pupils
D.	Attendance addressed through Team Around Family 'Early Help' and support from EWO	Attendance of pupils eligible for PP is in line with all other pupils.

5. Planned expenditure					
Academic year	2019 2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils eligible for PP make faster progress to close the gap	Staff scaffold learning for pupils eligible for PP	Skilled staff working with young people on effective interventions	Progress measured	G May	July 2020
Pupils eligible for PP are able to use school resources to complete tasks	Time used during the school day – not during breaks- to give time and resources	Time spent with pupils on their learning enables them to achieve the same outcomes as all pupils	Tasks are completed and there is no difference between that and other pupils' work.	G May	July 2020
Total budgeted cost					none
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for Skilled staff working with young people on effective interventions this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Known gaps are closed	One – to - One teacher	Skilled staff working with young people on effective interventions	Half termly review of progress	C Lethaby	July 2020
Known gaps are closed - reading	One – to – One AEN Teaching Assistant to work on reading programmes	Reading interventions from phonics support to developing fluency and understanding at whichever level the child needs.	Half termly review of progress	C Lethaby	July 2020
Know gaps are closed - maths	One – to – One AEN Teaching Assistant to work on maths programmes	Staff trained in counting to calculating deliver interventions to PP eligible pupils in need of maths support to close gap.	Half termly review of progress	C Lethaby	July 2020
Total budgeted cost					£4024
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

					implementation?
PP funding used for music lessons, Educational visits and after school clubs to build social capital	Discussed with parents and children to offer and identify activities.	Children build social capital	Children take part fully in the life of Marwood School	A Dobson	July 2020
Children emotionally able to access learning	Thrive sessions	Thrive is a thorough programme with initial assessment and targeted sessions to improve access to learning at school.	Children are reviewed half termly and the programme adjusted to their needs	P Williamson / J Green	July 2020
Total budgeted cost					£3750

6. Review of expenditure				
Previous Academic Year		2018 / 19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To raise achievement in English and maths	Targeted support one – to –one	Marwood School's results at KS 2 for Read Write Maths at 8% above national	Work to target gaps in young peoples' learning will continue	£2012
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Gap closed	Provision of personalised learning	In- line with AEN sessions closely monitored and progress measured	Additional CPD for maths intervention work identified	£1006
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils emotionally ready to learn	Thrive programme	Thrive is offered according to need across the school. If works on individual attachment needs	Thrive is effective in giving young people the space to work through their emotions and prepare themselves for learning.	£2000
7. Additional detail				
<p>Marwood School uses funds from its delegated budget to ensure effective provision for qualifying children. The sessions and resources also have a positive impact for all learners and especially those with additional needs.</p> <p>The number of eligible pupils for PP has increased in the current school year (2019 / 2020.) Children's needs have been identified and provision is already in place as outlined in this report.</p>				