

Pupil premium strategy statement 2021

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Markeaton Primary School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 3 years
Date this statement was published	20 October 2021
Date on which it will be reviewed	20 July 2022
Statement authorised by	Ian Johnson
Pupil premium lead	Jo Sidebottom and Jess Hawley
Governor / Trustee lead	Laura Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,155
Recovery premium funding allocation this academic year	£14,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Markeaton Primary School we strive to create an environment which gives all children the opportunity to explore and enrich their potential. We are totally committed to social equality and improving life chances for potentially vulnerable children. At Markeaton, we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender and religion, with equal opportunities for all.

Our current pupil premium strategy works towards its aims in a three-tiered approach:

- Teaching: all staff are trained to deliver a robust, engaging curriculum through quality-first teaching.
- Targeted intervention: all children who need academic or emotional support are provided with it in a timely and effective manner.
- Wider strategies: identified vulnerable children are given non-academic opportunities and experiences to aid with their holistic development.

Areas of our whole school aims that link to the Pupil Premium Strategy are:

1. To extend children's understanding and use of subject specific vocabulary;
2. To improve and broaden children's strategies for spelling in all year groups;
3. To further enhance the attainment and progress of children with identified SEND;
4. To develop the use of manipulatives in Mathematics in order to improve children's overall understanding of key concepts.

Our approach is responsive to individual needs, rooted in regular, robust diagnostic assessment. No assumptions about the impact of disadvantage are made. Through a whole school approach, staff take responsibility for pupil outcomes and raise expectations of what can be achieved.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils find the fundamental demands of writing difficult as well as using literary skills independently (EYFS-Y6).
2	Children have a lower level of language and oracy since COVID 19. To achieve Expected within reading, a higher level of vocabulary is required as well as an age-appropriate reading skills.
3	The impact of the partial school closures has resulted in widening gaps in knowledge, resulting in disadvantaged children falling further behind their peers particularly in Maths (particularly problem solving and reasoning).
4	Increased social, emotional and mental health needs have been identified for our disadvantaged children, impacting upon their ability to engage and become confident and successful learners.
5	Challenging homelives contribute to unsettled behaviour.

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
For disadvantaged pupils to make at least expected progress from their baseline starting points in Writing.	<ul style="list-style-type: none"> - Internal assessments show disadvantaged children making expected progress from their baseline - Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children. - Internal moderation when reporting data - Achieve at least national progress scores in KS2 for disadvantaged pupils within Writing - External moderation in Yr2 and Yr6

<p>For disadvantaged pupils to make at least expected progress from their baseline starting points in Reading.</p>	<ul style="list-style-type: none"> - Internal assessments show disadvantaged children making expected progress from their baseline - Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children. - Internal moderation when reporting data - Achieve at least national progress scores in KS2 for disadvantaged pupils within Reading
<p>For disadvantaged pupils to make at least expected progress from their baseline starting points in Maths.</p>	<ul style="list-style-type: none"> - Internal assessments show disadvantaged children making expected progress from their baseline - Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children. - Internal moderation when reporting data - Achieve at least national progress scores in KS2 for disadvantaged pupils within Maths
<p>A balanced curriculum established and accessible with an added focus on enrichment and SMSC. Enrichment is rewarding, cohesive and valuable to support knowledge and skills throughout the curriculum.</p>	<ul style="list-style-type: none"> - Opportunities for all disadvantaged to access enrichment activities and trips. - The curriculum is not narrowed for these pupils and access to all foundation subjects is guaranteed. - Pupil Development opportunities are accessed by the most vulnerable pupils. - Children will have experienced increased opportunities to develop their skills

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

Budgeted cost: £83,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP tuition programme to deliver maths and writing learning 17.5k	Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3
Teachers to target disadvantaged children within writing sessions to achieve writing expectations 51.5k	Individualised instruction +4 Months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
To provide disadvantaged pupils with SEND additional support in small group learning 9k	Collaborative learning +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3
To implement Sir Linkalot spelling scheme in FS2-Y6 1k	Meta-cognition +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1
To embed 'Reading VIPERS' in Y1-Y6 500	Reading comprehension +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2

<p>To embed the delivery of the 'Mastery' approach to maths through staff meeting time, INSETs, observations and book looks. 750</p>	<p>Mastery Learning +5months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>3</p>
<p>Continue monitoring of whole school Pupil Premium trackers. Update new members of staff with current protocols + release time for National Seminars 3500</p>	<p>Behaviour intervention +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>4, 5</p>

Targeted academic support

Budgeted cost: £51,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Highly skilled SEND practitioners to support named disadvantaged pupils within writing, reading and maths.</p>	<p>Individualised instruction +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2, 3</p>
<p>HLTAs continue to implement and monitor the Accelerated Reader</p>	<p>Reading comprehension +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2</p>

programme from Y2-Y6 6.6k		
HLTAs continue to implement and monitor the Talk Boost programme from FS2-LKS2 3.3k	<p>Oral language interventions +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Teaching Assistant interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EYFS communication and Language learning +6 months https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1, 2
Precision Teaching implemented and monitored by trained practitioners in KS2 580	<p>Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Teaching Assistant interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2
Times Table Rockstars used within KS2 200	<p>Individualised instruction +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	3
Headteacher to implement maths boosters in Y6	<p>Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3
Rapid Maths interventions for LKS2 580	<p>Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Teaching Assistant interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	3
Becoming First Class at Number interventions in KS1 200	<p>Small group tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Teaching Assistant interventions +4 months</p>	3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Forest Schools in KS2 to be implemented, covered and monitored. 3.5k	Meta-cognition +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Physical activity +1 month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4, 5
Learning Mentor to facilitate Lego Therapy intervention with targeted children (FS2-Y6). 31k	Social and emotional learning +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 5
Learning Mentor to facilitate Girls Group intervention with targeted children in KS2.	Social and emotional learning +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 5

Wider strategies

Budgeted cost: £18850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunch Hub Club for targeted children 3.5k	Social and emotional +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 5
Extra transition visits for targeted children	Social and emotional +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Outdoor Learning opportunities	Physical activity +1 month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4, 5

Subsidy for residentials (Y4/Y6) 2k	Previous parental feedback.	4, 5
Subsidy for Christmas Trip 500	Previous parental feedback.	4, 5
Lunch YMCA clubs Y1-Y6	Physical activity +1 month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4, 5
Teacher led clubs FS2-Y6 (including Arts) 500	Arts participation +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Physical activity +1 month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4, 5
Celebration Days e.g. Arts Week Mental Health World Book Day 1000	Arts participation +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4, 5
Milk for FS2 disadvantaged children 300	Previous parental feedback.	4, 5
Parent talks throughout the year with creche available 350	Parental engagement +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Parent/Carer SEND and CLA coffee mornings 200	Parental engagement +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Respite care for targeted families during holidays. 1500		5
SENCO and bespoke TLR post to regularly support	Behaviour Intervention +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4, 5

disadvantaged children 5.2k		
Admin and identification software 2800	Feedback from PP Leaders.	1, 2, 3, 4, 5
Regular monitoring of Pupil Premium by named leaders	Performance Pay +1month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/performance-pay	1, 2, 3, 4, 5

Total budgeted cost: £ 154,560

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2019-2021

Aim	Target	Target Met?	Evidence
Progress in Writing	Diminish the difference in attainment for writing between disadvantaged and non-disadvantaged pupils.	Not met due to Covid-19 disruptions.	Teacher Assessment Internal moderation
Progress in Reading	Diminish the difference in attainment for reading between disadvantaged and non-disadvantaged pupils.	Not met due to Covid-19 disruptions.	Teacher Assessment Internal moderation
Progress in Mathematics	Diminish the difference in attainment for maths between disadvantaged and non-disadvantaged pupils.	Not met due to Covid-19 disruptions.	Teacher Assessment Internal moderation
Phonics	Diminish the difference in attainment for Phonics between disadvantaged and non-disadvantaged pupils in Y1.	Not met due to Covid-19 disruptions.	Standardised tests
Other	To embed active participation for disadvantaged pupils within the wider school environment.	Partially Met due to Covid-19 disruptions.	Pupil questionnaires Parent questionnaires

Average Difference Reading/Writing/Maths 2019-2021

PP vs Non-PP achieving Expected level

Year	Summer 2019 %	Autumn 2021 %	Difference Decreased?
FS2	-26	-12	Not comparable
1	-18	-37	Not comparable
2	-26	-1	Not comparable
3	-23	-35 (FS2 2019)	No difference increased 9%
4	-27	-19(Y1 2019)	No difference increased 1%
5	-31	-21(Y2 2019)	Yes difference decreased 4%
6	-37	-26 (Y3 2019)	No difference increased 3%

Analysis

- Action to diminish the difference has not been met.
- Pupil Premium attainment has been maintained over a three-year period in spite of ongoing Covid-19 disruptions.
- Comparative data based on previous three years is not as meaningful as expected. Under review

Review of teaching support 2019-2021

Measure	Activity	Outcome
Priority 1 (A)	<p>Teachers to target disadvantaged children within writing sessions to achieve writing expectations.</p> <p>To provide disadvantaged pupils with SEND additional support in small group learning.</p> <p>For key members of staff to attend PSG writing training.</p>	<p>Implemented with Covid-19 disruptions. NTP tutoring provided to targeted PP children. Ongoing.</p> <p>Implemented. Ongoing.</p> <p>Implemented and fed back in whole school staff meetings. Met.</p>
Priority 2 (B)	<p>To embed 'Reading VIPERS' in Y1-Y6 through in-house training.</p> <p>For key members of staff to attend PSG reading training.</p>	<p>Implemented. More time needed to consolidate. Ongoing.</p> <p>Implemented and fed back in whole school staff meetings. Met.</p>
Priority 3 (C)	<p>To embed the delivery of the 'Mastery' approach to maths through staff meeting time, INSETs, observations and book looks.</p> <p>For key members of staff to attend PSG maths training.</p>	<p>Implemented and initial observations completed. Areas to develop shared with staff. Ongoing.</p> <p>Implemented and fed back in whole school staff meetings. Met.</p>
Priority 4 (D)	<p>Continue monitoring of whole school Pupil Premium trackers. Update new members of staff with current protocols.</p>	<p>Implemented. 4 data collection points now lowered to 3 to aid workload. Ongoing.</p>
Projected spending	£18,062	Actual spend: £18,062

Review of targeted academic support 2019-2021

Measure	Activity	Outcome
Priority 1 (A)	Highly skilled SEND practitioners to support named disadvantaged pupils within writing. Embed to use of Spelling Shed within KS2.	Implemented. Covid-19 disruptions affected this at times. Ongoing. Implemented but not successful. New strategy needed. Not met.
Priority 2 (B)	Highly skilled SEND practitioners to support named disadvantaged pupils within reading. HLTAs trained to implement and monitor the Accelerated Reader programme from Y2-Y6. HLTA trained to implement and monitor Talk Boost within LKS2. TAs trained to implement and monitor Talk Boost within KS1. HLTA trained to implement and monitor Early Talk Boost within FS2. Whole Class Reading (WCR) implemented in UKS2. Precision Teaching implemented and monitored by trained practitioners in KS2.	Implemented. Covid-19 disruptions affected this at times. Ongoing. Implemented. Progress has slowed due to closure of school during Covid-19 lockdowns. Ongoing Implemented. Staff absence affected this. Ongoing. Implemented. Staff absence affected this. Ongoing.
Priority 3 (C)	Highly skilled SEND practitioners to support named disadvantaged pupils within maths. Times Table Rockstars used within KS2. Rapid Maths interventions for Y4. TAs trained to implement and monitor 'Becoming first class at Number' in FS2 and Y2. Maths Leader to implement and monitor Maths Masters programme in Y6. Head teacher to implement maths boosters in Y6.	Implemented. Staff absence affected this. Ongoing. Implemented. Covid-19 disruptions have slowed progress. Ongoing. 1 TA trained. Not met. Implemented. Now monitoring. Ongoing. Not met due to Covid-19.
Priority 4 (D)	Named teacher to implement and monitor targeted groups for Forest Schools in KS1 and KS2. Learning Mentor to facilitate Lego Therapy intervention with targeted children (FS2-Y6).	Implemented in KS2. Ongoing. Not met in KS1 due to staff absence/movement and Covid-19 Implemented. Ongoing.
Projected spending	£60,136	Actual spend: £60,136

Review of wider strategies 2019-2021

Measure	Activity	Outcome
Priority 1 (A)	Author visits (Y2-Y6). Film Club with writing as a focus for Y6.	Implemented. Virtual. Met. Not met due to Covid-19 and staff absence.
Priority 2 (B)	Author visits (Y2-Y6). World Book Day. Book Fair. Daily story time with book talk. Library/Library helpers.	Implemented. Virtual. Met. Implemented. Met. Implemented. Met. Implemented. Observed. Met. Not met due to Covid-19 (no library).
Priority 3 (C)	Lunch MyMaths homework club KS2.	Implemented. Met.
Priority 4 (D)	Lunch Hub Club for targeted children. Extra transition visits for targeted children Outdoor Learning opportunities. Subsidy for residential (Y4/Y6). Subsidy for Christmas Trip. Lunch YMCA clubs Y1-Y6. Teacher led clubs FS2-Y6. Yoga club FS2/KS1 for disadvantaged children. Acro club FS2/KS1 for disadvantaged children. Cookery club for disadvantaged children. Milk for FS2 disadvantaged children. Parent talks throughout the year with creche available. Respite care for targeted families during holidays. Learning Mentor and TA to regularly support disadvantaged children. Admin and identification software. Regular monitoring of Pupil Premium by named leaders.	Implemented. Ongoing. Not met due to Covid-19 Implemented. Ongoing. Y6 implemented. Y4 Cancelled. Implemented. Implemented. Implemented. Not met due to Covid-19 Not met due to Covid-19 Not met due to Covid-19 Implemented. Not met due to Covid-19 Not met due to Covid-19 Implemented. Ongoing. Implemented. Ongoing. Implemented. Ongoing.
Projected spending	£67,680.40	Actual spend: £61,801

Externally provided programmes 2019-2021

Programme	Provider
Spelling Shed	Education Shed Ltd
Talk Boost KS2	I Can Children's Charity
Talk Boost KS1	I Can Children's Charity
Early Talk Boost	I Can Children's Charity
Precision Teaching	Twinkl
Whole Class Reading	Ashley Booth
Times Table Rock Stars	Maths Circle Ltd
Becoming First Class at Number	Edge Hill University
Lego Therapy	Autism Bricks UK
Forest School	Little Acorns