



MARTON-CUM-GRAFTON  
CE VA PRIMARY SCHOOL

## Pupil premium strategy statement

### What is Pupil Premium Funding?

- The pupil premium is funding additional to main school funding to address the current underlying inequalities between vulnerable groups of children and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.
- The Pupil Premium is allocated to schools and it is for schools to decide how the funding will be spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Children who are eligible include:

- Pupils who have been registered for Free School Meals (FSM) at any point in the last six years
- Children who have been looked after continuously for more than six months and Children who have been Adopted from Care
- Children of armed services personnel.

### Principles

- Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils.
- New measures will be included in the performance tables that will capture the achievement of those vulnerable groups of pupils covered by the Pupil Premium.
- Since September 2012, schools have been required to publish online information about how they have used the Premium. This ensures that parents and others are made fully aware of the attainment of pupils covered by the Premium.
- To close the achievement gap by ensuring that any pupil at risk of underachieving are identified early and support and intervention is provided for those pupils.

In 2014 the Pupil Premium was extended to include children who have been Adopted from Care.

1. Summary information					
School	Marton cum Grafton				
Academic Year	2016/17	Total PP budget	£5,808	Date of most recent PP Review	n/a
Total number of pupils	95	Number of pupils eligible for PP	4	Date for next internal review of this strategy	April 2017



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2. Current attainment (Autumn term 2016)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	25%	76%
<b>% making progress in reading</b>	75%	81%
<b>% making progress in writing</b>	75%	73%
<b>% making progress in maths</b>	25%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Social and emotional issues affecting learning
<b>B.</b>	Spelling, punctuation and grammar skills limiting writing ability across the curriculum
<b>C.</b>	Confidence in problem solving limiting mathematical progress
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Low levels of home literacy for some PP pupils reduces the impact of homework, access to reading material, engagement with written communication and aides to learning. The same pupils also demonstrate poor concentration and retention of learning and skills in mathematics and English.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children with social and emotional issues will be allocated dedicated support and intervention	To meet end of year group expectations in all areas
<b>B.</b>	Higher rates of progress across KS2 in maths	All PP pupils will meet year group expectations
<b>C.</b>	Pupil premium attainment in reading	KS2 pupil who is not meeting expectations in reading will receive additional support and intervention



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5. Planned expenditure					
<b>Academic year</b>	<b>2016/17</b>				
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.					
<b>i. Quality of teaching for all</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>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved confidence for pupil in specified areas	Additional support during maths sessions through increased TA hours	Support within lessons to improve understanding of learning maths	TA support in classes and for focused interventions	SENCO Class teachers & TAs	April 2017
B. Improved attainment in reading, writing and maths in KS2 (with particular focus on maths)	Additional support during lessons and time to consolidate learning in small groups or 1:1	Consolidation of learning completed in classes – time for practise and application of skills Support within lessons to improve understanding of learning in reading, writing and maths	Monitoring of teaching and Learning  End of term data will indicate that pupils are making good progress	SENCO Class teachers & TAs	April 2017
<b>Total budgeted cost</b>					£2,500
<b>ii. Targeted support</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>	<b>Staff lead</b>	<b>When will you review implementation?</b>



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A. Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives)	Consolidation of learning completed in classes – time for practise and application of skills Learning tasks tailored to specific needs of pupils – closing gaps in understanding	Some of the students need targeted support to catch up.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Monitoring of teaching and learning	SENCO Class teachers & TAs	April 2017
	Weekly small group sessions in maths experienced teacher, in addition to standard lessons. 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting)	We want to provide extra support to ensure that pupils meet end of year expectations. Small group interventions with highly qualified staff have been shown to be effective.	Extra teaching time and preparation time paid for out of PP budget.  Impact overseen by maths co-ordinator.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	SENCO Class teachers & TAs	April 2017
<b>i. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>When will you review implementation?</b>	
To ensure all families access all trips.	Fund school trips and visits	All children were able to attend trips including the Y5/6 residential visit		April 2017	
				<b>Total budgeted cost</b>	£3,308
				<b>Total budgeted cost</b>	£5,808



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6. Review of expenditure				
Previous Academic Year		2015-16 (£7,180)		
ii. 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
Improve attainment in reading, writing and maths	To provide an additional TA to support year 4 and 5	Test scores demonstrated that pupils had made progress but rate of progress needs to be higher	Year groups are being taught separately for maths and a new programme for teaching reading has been introduced.	£3000
iii. 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
Improve attainment in reading, writing and maths	Additional support in class and small group interventions	Test scores demonstrated that pupils had made progress but rate of progress for KS2 pupils needs to be higher	More small group intervention to be led by experienced teachers	£3500
iv. 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
To ensure all families access all trips.	Fund school trips and visits	All children were able to attend trips including the Y5/6 residential visit	to encourage attendance.	£680



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## 7. Additional detail

Aims of Marton cum Grafton School

- To raise achievement and close the attainment gap between those children eligible for free school meals and looked after children.
- To ensure the well-being of those children eligible for free school meals and looked after children.
- To provide relevant support that is necessary in order to accelerate pupil progress and close the attainment gap
- To allocate Pupil Premium funding following a needs analysis identifying priority groups or individuals.
- Reducing class sizes thus improving opportunities for effective AfL and accelerating progress
- Supporting families in affording school trips and extra curricula activities to ensure that all children have access to a range of experiences
- All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in Literacy and Numeracy