

# Marine Park First School

## Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Marine Park First School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£81,100	<b>Date of most recent PP Review</b>	4/2/15
<b>Total number of pupils (Sept 16)</b>	504	<b>Number of pupils eligible for PP (Sept 16)</b>	50	<b>Date for next internal review of this strategy</b>	July 2017

2. Current attainment				
		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>	
<b>% achieving Good Level of Development at the end of EYFS</b>				
<b>2016</b>		80% (5 FSM6 pupils)	TBC	
<b>2015</b>		100% (5 FSM6 pupils)	69% (National non-FSM)	
<b>2014</b>		55% (11 FSM6 pupils)	64% (National non-FSM)	
<b>% working at the expected standard in the phonics screener in Y1</b>				
<b>2016</b>		100% (7)	TBC	
<b>2015</b>		64% (14)	80% (Not Disadvantaged)	
<b>2014</b>		58% (12)	79% (Not Disadvantaged)	
<b>% achieving Age Related/Level 2+ Expectation or above at end of Key Stage 1</b>				
<b>2016 (expected standard or greater depth)</b>	<b>Reading</b>	62% (Disadvantaged 13)	78% (National Non-Disadvantaged)	
	<b>Writing</b>	38%	70%	
	<b>Maths</b>	62%	77%	
<b>2015 Level 2 or above</b>	<b>Reading</b>	100% (10 FSM6)	90% (National Non-FSM6)	
	<b>Writing</b>	90%	91%	
	<b>Maths</b>	100%	95%	
<b>2014 Level 2 or above</b>	<b>Reading</b>	75% (12 FSM6)	92% (National Non-FSM6)	
	<b>Writing</b>	67%	89%	

	Maths	100%	94%	
<b>% achieving Age Related Expectation or above in reading, writing and maths at end of Year 4</b>				
			No national data for Y4 so compared with in school not pupil premium	No national comparator Target Tracker (all pupils)
<b>2016 (Working Within + or better)</b>	<b>Reading</b>	94 % (16 Pupil Premium)	89% (Marine Park -Not pupil premium)	75% (47,000)
	<b>Writing</b>	69%	81%	63%
	<b>Maths</b>	75%	78%	70%
<b>2015 (Working Within + or better)</b>	<b>Reading</b>	85%(13 Pupil Premium)	80% (Marine Park -Not pupil premium)	77% (20,000)
	<b>Writing</b>	77%	72%	68%
	<b>Maths</b>	69%	72%	72%
<b>2014 Level 3b or above</b>	<b>Reading</b>	78% (14 Pupil Premium)	93% (Marine Park -Not pupil premium)	
	<b>Writing</b>	71%	86%	
	<b>Maths</b>	78%	91%	

### 3. Progress Measure

Points Score Progress 2015-2016	Reading	Writing	Maths
Year 1 All Pupils (5 half-terms)	5.3	5.0	5.0
Year 1 Pupil Premium (8)	5.3	4.3	5.3
Year 2 All Pupils (6 half terms)	5.7	5.4	5.7
Year 2 Pupil Premium (13)	5.5	5.2	5.5
Year 3 All Pupils (4 half-terms)	2.8	2.8	3.4
Year 3 Pupil Premium (13)	2.7	2.2	3.1
Year 4 All Pupils (6 half terms)	5.7	5.9	5.9
Year 4 Pupil Premium (16)	6.0	5.9	5.7

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers

- |           |   |
|-----------|---|
| <b>A.</b> | <b>Small Pupil Premium group size with diverse needs and some, but not all, with low attainment and basic skills.</b><br>The disadvantaged pupils group size is typically small and contextually varied. Attainment on entry for this smaller than statistically significant group varies a great deal. Attainment over time at key milestones is also variable. For some disadvantaged pupils, attainment on entry is well below the development bands typical for their age. Some disadvantaged pupils are registered as SEND and also have EAL. Comparison with non disadvantaged pupils does not reflect the individual characteristics or recognise progress relative to starting point. |
| <b>B.</b> | <b>Attainment in writing is lower for all pupils and for disadvantaged pupils.</b>  |
| <b>C.</b> | <b>Some, but not all, pupil premium pupils have low PSE and communication, speech and language skills.</b>  |

#### External barriers

<b>D.</b>	Linked to barrier A, the school invests in high quality, intensive, interventions (such as reading recovery and numbers count). Changes to assessment, particularly Key Stage 1 in 2016 has raised the expected standard attainment threshold significantly and the content of these interventions is not fully aligned with the absolute fit methodology. This has given the impression of diminished effectiveness of some of the interventions funded by the pupil premium and means that some pupils that would have been Level 2+ or 2b+ no longer meet the standard in every aspect of the Interim Assessment Frameworks. In 2016, progress between EY and Key Stage 1 appears to be low when comparing the different assessments and their methodologies.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Accurate assessment of starting point and need then the targeting of provision to pupils to allow clear identification of progress relative to starting point in core areas of reading, writing and maths in both statutory as well as other non-statutory assessments such a Salford, Sandwell, standardised score etc.	Clear, measurable progress relative to starting point and in response to additional intervention. Ultimate aim would be that all pupils reach at least ARE.
<b>B.</b>	Higher rates of progress and attainment in (and positive attitudes towards) writing.	Pupils eligible for PP make at least as much progress as 'other' (non pupil premium) pupils, across Key Stage 1 and Lower Key Stage 2 in writing. Measured by teacher assessments and successful moderation practices.
<b>C.</b>	Accurate assessment of starting point and need then the targeting of provision to pupils to allow clear identification of progress relative to starting point in PSE, communication and speech and language.	Clear, measurable progress relative to starting point and in response to additional intervention. Ultimate aim would be that pupils reach at least ARE in PSE and CLL by the end of EYFS.
<b>D.</b>	Teaching and intensive interventions adapted to enable pupils to demonstrate that they are making progress and, increasingly, working at the expected standard (particularly at the end of Key Stage 1).	Clear, measurable progress relative to starting point. Progress judged using statutory assessments (phonics, KS1, EYFS) as well as more fine tuned, specific assessments such as Sandwell, Salford, Book Band, standardised scores, maths and reading ages etc. Higher proportions (ultimately all pupils) reach the expected standard.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016/17</b>			
<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. Accurate assessment of starting point and need then the targeting of provision to pupils to allow clear identification of progress relative to starting point.	Teacher Learning Communities (TLCs) to embed formative assessment techniques (see appendix below for further details)	Formative assessment practices have the greatest cost to benefit impact on educational achievement. Teacher learner communities (TLCs) seek to empower teachers to work together, share, discuss, evaluate, observe and embed formative assessment. The EEF Toolkit suggests embedding formative assessment an effective way to improve attainment.	5 key principles of formative assessment incorporated into: <ul style="list-style-type: none"> <li>• The cycle of staff meetings;</li> <li>• Peer observation;</li> <li>• Formal observations;</li> <li>• Wider monitoring evidence including book scrutiny, pupils discussion, staff feedback about TLCs</li> </ul>	Headteacher Deputy Head	June 2017

<p>B. Higher rates of progress and attainment in (and positive attitudes towards) writing.</p> <p>C Accurate assessment of starting point and need then the targeting of provision to pupils to allow clear identification of progress relative to starting point in PSE, communication and speech and language.</p>	<p>Roll out successful trial of Talk for Writing through participation in Primary Writing Project</p>	<p>Talk for Writing, developed by Pie Corbett, is powerful because it is based on the principles of how children learn. It is underpinned and informed by (as well as seeking to build on) National Strategies such as Talk For Writing. Staff receive training from Pie Corbett and ongoing support from an in-school lead group. Training and practice seeks to enable children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version.</p>	<p>3 face to face training days (2 in year 1) alongside other staff in other schools participating in the Primary Writing Project for teaching and support staff. Support from in-school lead group to lead school staff meetings, resources acquisition etc. Dovetailing of TLC peer and formal observations to include Talk for Writing lessons. The cycle of staff meetings; Peer observation; Formal observations; Wider monitoring evidence including book and data scrutiny, pupils discussion, staff feedback about T4W</p>	<p>Project Lead Team- Head, Deputy, Literacy Lead, EYFS lead</p>	<p>June 2017</p>
<p>B. Higher rates of progress and attainment in (and positive attitudes towards) writing.</p> <p>C Accurate assessment of starting point and need then the targeting of provision to pupils to allow clear identification of progress relative to starting point in PSE, communication and speech and language.</p>	<p>Roll out of Objective Led Planning/ ABC approach to learning in EYFS</p>	<p>Objective led planning is based on the mantra that high level engagement brings high level attainment. Children are not called from their investigations and explorations to do adult led activities; the activity is taken to them to ensure that engagement and fascination is not lost.</p>	<p>Staff to attend central training. EYFS led to drive processes through regular phase meetings. Dovetailing of TLC peer and formal observations to include ABC principles: The cycle of staff meetings; Peer observation; Formal observations; Wider monitoring evidence including book and data scrutiny, pupils discussion, staff feedback about ABC</p>	<p>EYFS Lead DHT</p>	<p>June 2017</p>
<b>Total budgeted cost</b>					<p>£14,000 £6,000 per annum Talk for Writing (2 year commitment) £10,000 per annum on TLCs (2-4 year commitment)</p>
<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>

A. Accurate assessment of starting point and need then the targeting of provision to pupils to allow clear identification of progress relative to starting point.	Delivery of Reading Recovery (teacher led one to one reading teaching), an accredited school-based literacy programme for the lowest achieving children aged five or six.	Reading Recovery aim and enables pupils to reach age-expected levels within 20 weeks. Reading Recovery has been widely researched internationally and indicates that no other system achieves such good results so swiftly and so long lasting.	Accurate identification and screening of pupils.	Inclusion TLR HT DHT	June 17 £32,000
	Delivery of Boosting Reading Potential (teaching assistant led individual/small group reading intervention) a 'light touch' reading intervention for pupils who have fallen behind at reading.	Boosting Reading Potential (BRP) is a proven, good practice intervention. Research indicates that pupils consistently make accelerated gains over four times the expected rate of progress.	Monitoring and reassessment.  Monitoring by LA lead (Reading Recovery and Numbers Count)		June 17 £2700
	Delivery of (and ongoing training for) Numbers Count (teacher led one to one maths teaching) an intensive intervention for children delivered by a specially trained teacher to children who find mathematics extremely difficult.	Over 50,000 learners in Years 1 to 11 have been supported by Numbers Count in 2,500 schools. They made an average Number Age gain of 16.5 months in only 4 months – over 4 times the expected progress. 95% of them showed more confidence and interest in learning mathematics in class after Numbers Count. 73% of learners went on to achieve national expectations at the end of Key Stages 1 and 2, despite not being originally predicted to do so.	Extra teaching time and preparation time paid for out of PP budget.  Engagement with parents and pupils before intervention begins to address any concerns or questions about the interventions.		June 17 £21,100
	Delivery of First Class at Number (teaching assistant led small group maths intervention); delivered by trained teaching assistants to small groups of children who have fallen behind at mathematics.	Over 45,000 children in Years 1 to 11 have been supported by 1stClass@Number in 3,500 schools. They made an average Number Age gain of 12 months in only 3.5 months – over 3 times the expected progress. 93% of them showed more confidence and interest in learning mathematics in class after 1stClass@Number	Accurate assessment at end of intervention in specific as well as standard assessments used by teachers.		June 17 £250
One-to-one/two tuition for pupil premium pupils in Year 3; pupils are given intensive tuition as an after school programme.	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.		June 17 £2400		

<p>B. Higher rates of progress and attainment in (and positive attitudes towards) writing.</p>	<p>First Class at Writing (teaching assistant led small group writing intervention) – read below for more details</p>	<p>300 pupils in 70 schools took part in 1stClass@Writing in 2014-15. Their teachers reported an almost immediate impact:  88% of pupils became more confident and motivated to write  70% made more progress than their teachers had expected  their spelling scores improved by 42%</p>	<p>Accurate identification and screening of pupils.</p> <p>Appropriately trained and supported teaching staff and teaching assistants.</p> <p>Monitoring and reassessment.  Extra teaching time and preparation time paid for out of PP budget.</p> <p>Engagement with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.  Accurate assessment at end of intervention in specific as well as standard assessments used by teachers.</p>	<p>Inclusion  TLR and  DHT</p>	<p>Mar 2017  £250</p>
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<p>C Accurate assessment of starting point and need then the targeting of provision to pupils to allow clear identification of progress relative to starting point in PSE, communication and speech and language.</p>	<p>Delivery of Speech and Language therapy for EY pupils by trained High Level Teaching Assistant (HLTA) for children and young people (typically Early Years-Y1) who experience difficulties with their speech, language and/or communication. Our HLTA will often support in the delivery of programmes suggested by Speech and Language Therapists.</p> <p>Targeted Learning for Life groups for vulnerable pupils; a short to medium term, intervention with small groups (and sometimes individual) children or young people. Identifying learning and social and emotional needs and plan fun, creative, structured activities with the aim of removing the barriers to learning. There is great emphasis on language development and communication.</p>	<p>Language and communication skills are both the foundation and fundamental building blocks for learning, the links between communication and attainment are well documented.</p> <p>In Learning for Life sessions, there is great emphasis on language development and communication. As the children learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving. The group is based on the principles of a nurture group which have been working successfully for more than 40 years in the UK and other countries and have been praised, supported and recommended by organisations such as OFSTED.</p>	<p>Accurate identification of pupils.</p> <p>Appropriately trained and supported teaching staff and teaching assistants.</p> <p>Engagement with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Accurate assessment at end of intervention in specific as well as standard assessments used by teachers.</p>	<p>HT YW &amp; SW (HLTAs)</p>	<p>Jun 2017 £3100</p> <p>£6200</p>
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**Total budgeted cost**    £68,000

**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?
<p>C Accurate assessment of starting point and need then the targeting of provision to pupils to allow clear identification of progress relative to</p>	<p>Training and development of Philosophy for Children</p>	<p>Philosophy for children in an enquiry based approach to open up children's learning through the exploration of ideas. Philosophy for Children has been researched many times but, as with most initiatives, the nature of the research is mixed. All the selected studies showed some positive outcomes in the following areas:</p>	<p>Thorough training provided by accredited SACRE staff Demonstration lesson provided in autumn 16 by SACRE accredited teacher Links to school staff accreditation in performance management</p>	<p>Head teacher Deputy Headteacher</p>	<p>February 17 and June 17</p>

starting point in PSE, communication and speech and language.		<ul style="list-style-type: none"> <li>• Developments in cognitive ability</li> <li>• Developments in critical reasoning skills and dialogue in the classroom</li> <li>• Emotional and social developments</li> </ul>			
C Accurate assessment of starting point and need then the targeting of provision to pupils to allow clear identification of progress relative to starting point in PSE, communication and speech and language.	<p>Peer massage- a series of short routines that can be given on the hand or the back and head.</p> <p>The good feelings help to keep pupils calm, positive, focused and motivated. It makes them self aware and show empathy and consideration.</p>	<p>Studies and observations have indicated that:</p> <ul style="list-style-type: none"> <li>• Children become calmer and have improved concentration</li> <li>• Children learn to respect each other and learn the importance of personal space</li> <li>• Children have more confidence and increased self esteem</li> <li>• It teaches children to respect others and leads to social inclusion</li> <li>• There is a reduction in bullying and aggression</li> <li>• Emotional health improves It helps children recognise 'good' and 'bad' touch</li> <li>• Children show improved motor skills It encourages visual and kinaesthetic learning</li> </ul>	<p>Y2 and Y4 classes and some teachers received training in 15-16.</p> <p>Training for Y1 and Y3 classes and all teaching staff in Jan 17 from Absolute Energy</p>	HT	<p>February 17 and June 17</p> <p>£600</p>
Higher take-up of residential trip for FSM pupils.	80% subsidy of Robinwood residential trip.	Residential outdoor education has numerous benefits for school children. Team bonding activities, individual skills development, confidence building outdoor pursuits, plus the experience of living together 24 hours a day, all combine to ensure each and every pupil will benefit from a residential activity school trip. We do not think it is beneficial for pupils and their families do not get to participate because of financial barriers.	Separate letter to FSM pupils. Finance officer manages payment plan.	CH, Finance	£175
Health and learning benefits.	Free milk for all pupils in receipt of FSM	Milk provides a powerful boost to meeting children's nutrient needs; a carton of school milk will provide more than half a five year old child's calcium, phosphorus and vitamin B2 requirements and a third of their protein needs. Milk is a good choice for children's teeth... milk and water are the only drinks recommended by dentists for between meals.	Finance officer registers pupils, makes payment and manages the list based on movement in pupils eligible for FSM.	Finance officer	£700
<b>Total budgeted cost</b>					£85,475

6. Review of expenditure																																		
Previous Academic Year		2015-16																																
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																														
Improved Formative Assessment	Teacher Learning Communities (TLCs) to embed formative assessment techniques (see below for further details)	<p>Very good impact overall at this stage of the process. Principles of formative assessment are ranked high on EEF toolkit as relatively low cost to high benefit. Staff engagement was high. A series of staff meetings (9), training day time, peer and formal observations took place. Staff were able to develop and refine skill in key formative assessment techniques.</p> <p>Teaching, learning and assessment graded outstanding by School Development Partner in spring 2016.</p> <p>Attainment in all subjects and all year groups is above target tracker large data set. Attainment at greater depth at Key stage 1 is significantly above. However, progress and attainment (at expected standard was significantly below (progress) and in line (attainment) when comparing with outcomes in EYFS. See tables in next column.</p>	<p>We plan to continue with an adapted version of this approach for at least one more year. The school is fully committed to the link between formative assessment and better outcomes for all pupils including those eligible for pupil premium.</p> <table border="1"> <thead> <tr> <th rowspan="2">2016 Year 4 Key Stage 1 (Levels 2014)-Y4 Steps 2016</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> <tr> <th colspan="3">Proportion of pupils making expected or better progress</th> </tr> </thead> <tbody> <tr> <td>All pupils (88)</td> <td>90%</td> <td>78%</td> <td>68%</td> </tr> <tr> <td>Disadvantaged (16)</td> <td>94%</td> <td>75%</td> <td>44%</td> </tr> <tr> <th rowspan="2">2016 Key Stage 1 EYFS-Interim Assessment Framework</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> <tr> <th colspan="3">Proportion of pupils making expected or better progress</th> </tr> <tr> <td>All pupils (87)</td> <td>85%</td> <td>67%</td> <td>81%</td> </tr> <tr> <td>Disadvantaged (7)</td> <td>71%</td> <td>57%</td> <td>71%</td> </tr> </tbody> </table>	2016 Year 4 Key Stage 1 (Levels 2014)-Y4 Steps 2016	Reading	Writing	Maths	Proportion of pupils making expected or better progress			All pupils (88)	90%	78%	68%	Disadvantaged (16)	94%	75%	44%	2016 Key Stage 1 EYFS-Interim Assessment Framework	Reading	Writing	Maths	Proportion of pupils making expected or better progress			All pupils (87)	85%	67%	81%	Disadvantaged (7)	71%	57%	71%	£10,000 non class based teaching costs plus significant staff meeting and SLT monitoring time.
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Improved progress and attainment in writing	Talk for Writing	<p>Moderate impact overall because the school does not access the benefits of joining the Primary Writing Project until 16-18. LA interim training was useful and staff made strong gains in the use of Talk for Writing given limited training given. Staff feel it is particularly beneficial for lower attaining pupils but are not fully convinced (as yet) about the benefits for more able pupils.</p> <p>Writing attainment is above target tracker large data set overall. See tables in next column.</p>	<p>We plan to continue with this strategy and have commenced our full involvement with the Primary Writing Project. The dates of training are set for the 16-18 period.</p>	Modest training (lined to School Improvement Service Level Agreement with the LA) and resource costs																														

<b>ii. Targeted support</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>Cost</b>

<p>Accurate assessment of starting point and need then the targeting of provision to pupils to allow clear identification of progress relative to starting point.</p>	<p><b>Teacher led Reading Recovery Intervention</b></p>	<p><b>Teacher led Reading Recovery Intervention</b> has now supported 14 (10 in 2015-16) of the lowest attaining Y1 pupils and 1 Y2 pupil. The entry and exit scores show significant gains. For example, with reference to book bands/reading age, most pupils that start the intervention are on Book Band 0—2 but leave on 17-20; pupils typically gain a year in their reading age. In 2016, all Y1 disadvantaged pupils achieved the expected standard in the phonics screen and in Y2; all disadvantaged pupils had achieved the expected standard in the phonics screen.</p>	<p>This is a very costly intervention. However, the school is committed to this intervention and broadening the role of the RR teachers as she take on the inclusion lead and readies herself to take over the SENCO role. The RR supports with the monitoring of the quality reading across the school and feeds back and advises the literacy lead and HT.</p>	<p>£32000</p>
	<p><b>Teacher Led Numbers Count Intervention</b></p>	<p><b>Teacher Led Numbers Count Intervention</b> supported 10 pupils. All of the 10 increased their standardised score (measured in the difference between their maths and actual age) with 5 finishing Y2 with a standardised score of over 100 (where maths age was higher than actual age).</p>	<p>This is a costly intervention. We feel that all pupils that participate benefit but we will be monitoring the measurable impact, particularly in relation to outcomes when measured against new assessments in Key Stage 1. We plan to deploy the Number Count teacher to support a TA in delivery of First Class in Key Stage 1 and work alongside the class teach to plug any gaps which might prevent a pupil achieving the expected standard at Ks1. EEF evidence is less persuasive than it was previously with regard to after school tuition. Governors have been supportive of this intervention as it gives all pupils (of all abilities) that trigger PP funding some of the benefits. There are significant benefits by having MPFS staff deliver this intervention but this is proving harder to recruit to. It is proposed that pupils in KS2 receive tuition in Y3 but not Y4 in 2015-16.</p>	<p>£21000</p>
	<p><b>Teacher led one-to-one or one-to-two tuition</b></p>	<p><b>Teacher led one-to-one or one-to-two tuition</b> was provided to every pupil premium pupil in Ks2. This supported 26 Y3 or Y4 pupils in 2015-16. The majority of these pupils (particularly in Y3) made good progress when compared to prior attainment. Just over half were judged to be working at or above year group expectations in the weaker of English or Maths.</p>	<p>EEF evidence is less persuasive than it was previously with regard to after school tuition. Governors have been supportive of this intervention as it gives all pupils (of all abilities) that trigger PP funding some of the benefits. There are significant benefits by having MPFS staff deliver this intervention but this is proving harder to recruit to. It is proposed that pupils in KS2 receive tuition in Y3 but not Y4 in 2015-16.</p>	<p>£3900</p>
	<p><b>TA led Reading intervention (Boosting Reading Potential).</b></p>	<p><b>TA led Reading intervention (Boosting Reading Potential).</b> 18 pupils across the school benefited from this intervention in 2015-16. All but two increased reading age to above their chronological age (some gains were significant e.g. one child's reading age progressed by more than 3 years). Gains in accuracy, reading rate and comprehension were quite variable.</p>	<p>This was the first year using BRP. The benefits can be targeted across the school making it flexible; There were some notable gains and some real enthusiasm from some of the TAs that skilfully delivered this intervention. It is worth running this intervention again.</p>	<p>Approx £2700 (some overtime, some built into existing TA work)</p>
	<p><b>TA led Numeracy intervention (first class @ Numbers)</b></p>	<p><b>TA led Numeracy intervention (first class @ Numbers).</b> 8 pupils benefited from this intervention in 2015-16 (through one child left and another was withdrawn). In KS1 all of the pupils increased their standardised score. One child increased his maths age by 2 years 3 months, Results in Ks2 were mixed. One child increased his maths age by 17 months. The other two children made variable (or no measurable) progress.</p>	<p>Whilst there were some gains, these were variable most beneficial in Ks1. There is a limit to capacity to deliver interventions so it is proposed that this is only delivered to Ks1 pupils in 2015-16.</p>	<p>£1200</p>
<p><b>TA led Writing intervention (first class @ writing)</b></p>	<p><b>Training in, then delivery of TA led Numeracy intervention (first class @ writing).</b> All TAs in Y1-4 received training on First Class @ Writing. 4 Y3 pupils benefited from this intervention in 2015-16. Greater confidence and enjoyment in writing was noted in all four pupils. Two progressed from below ARE (2c) to ARE (3w+). All made gain in handwriting. There was some variation in gains in spelling accuracy (one child has a diagnosis of dyslexia).</p>	<p>There were benefits to all pupils and classes through the training of almost all TAs in the principles of First Class @ Writing. The intervention was well received by pupils; it improved enthusiasm, attitudes and key aspects of writing. We would seek to continue to run this intervention in Y3 as it fits with the data trends and school priorities.</p>	<p>£2750 for 3 days training for TAs plus 3x £275 for resources £500 for delivery to one group</p>	



Health and learning benefits.	Free milk for all pupils in receipt of FSM	Small, low cost, ongoing contribution to the health of low income, disadvantaged pupils.	Continuation in 15-16	£635
Total Cost (in the region of)				£79,135

## 7. Additional detail about spending at Marine Park First School

### **Talk for Writing: North Tyneside Primary Project**

Talk for Writing, developed by Pie Corbett, supported by Julia Strong, is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. The Primary Writing Project is a programme for implementing Talk for Writing across the school by providing support and training over a period of time.

### **Teacher Learning Communities focusing on Embedding Formative Assessment**

Formative assessment practices have the greatest cost to benefit impact on educational achievement. Teacher learner communities (TLCs) seek to empower teachers to work together, share, discuss, evaluate, observe and embed formative assessment. The five key principles of Formative Assessment that staff work on are:

1. Clarifying, sharing and understanding learning intentions and criteria for success;
2. Engineering effective classroom discussions, activities and learning tasks that elicit evidence of learning;
3. Providing feedback that moves learners forward;
4. Activating learners as instructional resources for one another;
5. Activating learners as the owners of their learning.

Research evidence will be used to inform decision making.

### **Philosophy for Children**

Philosophy for children in an enquiry based approach to open up children's learning through the exploration of ideas.

The basics of philosophy for children are that children share some reading, listening or viewing with their teacher. The children take some thinking time to devise their own questions. They choose a question that interests them and, with the teacher's help, discuss it together. The teacher aims to get children to welcome the diversity of each other's initial views and to use those as the start of a process that encourages children to question assumptions, develop opinions with supporting reasons, analyse significant concepts and generally apply the best reasoning and judgement they can to explore the question they have chosen.

In the longer term, the teacher aims to develop children's skills and concepts through appropriate follow-up activities, thinking games and the orchestration of connections between philosophical discussions, life and the rest of the school curriculum. Philosophy for Children has been researched many times but, as with most initiatives, the nature of the research is mixed. All the selected studies showed some positive outcomes in the following areas:

- Developments in cognitive ability
- Developments in critical reasoning skills and dialogue in the classroom
- Emotional and social developments

### **Training and delivery of First Class at Writing (teaching assistant led small group writing intervention)**

1stClass@Writing is a new, highly effective intervention for pupils mainly in Years 3 to 5 who have fallen behind at writing. A trained teaching assistant or teacher delivers it to a small group of up to 4 pupils who have difficulties with transcription and composition, to help them to make faster progress so that they can catch up with their peers. Expert training enables teaching assistants to deliver it effectively and to strengthen their support for writing

across the school. A teaching assistant delivers 48 highly stimulating and motivating half-hour sessions to a group of up to 4 pupils, 4 times a week, in addition to their daily class lessons. The pupils develop key skills of spelling, handwriting, grammar, and punctuation in order to complete daily writing tasks bound up with the thematic adventure stories. They develop their composition and editing skills through a balance of supported 'one-liners' and sustained, independent writing.

See more at: <https://everychildcounts.edgehill.ac.uk/literacy/1stclasswriting#sthash.0Xfg2rqk.dpuf>

#### **Training and delivery of Reading Recovery (teacher led one to one reading teaching)**

Reading Recovery is an accredited school-based literacy programme for the lowest achieving children aged five or six that enables them to reach age-expected levels within 20 weeks. It involves a short series of one-to-one lessons for 30 minutes every day with a specially trained teacher. The programme is different for every child, starting from what the child knows and what he/she needs to learn next. The focus of each lesson is to comprehend messages in reading and construct messages in writing, learning how to attend to detail without losing focus on meaning. It is the affordable way to deliver the best results for children who need to catch up in literacy. Research shows that no other system achieves such good results so swiftly and so long lasting. For more details: [readingrecovery.org.uk](http://readingrecovery.org.uk).

#### **Training and delivery of Boosting Reading Potential (teaching assistant led individual/small group reading intervention)**

Boosting Reading Potential is a 'light touch' reading intervention for pupils who have fallen behind at reading. A specially trained Boosting Reading Potential Teaching Assistant delivers a short one-to-one support programme to help them to develop independent reading and comprehension skills so that they can make faster progress and catch up with their peers. Boosting Reading Potential raises the attainment of children who can read but who lack fluency, understanding and enjoyment and may need support with decoding skills, vocabulary and/or comprehension.

#### **Delivery of Speech and Language therapy for EY pupils**

In this initiative, the school provides specialist support from a trained High Level Teaching Assistant (HLTA) for children and young people (typically Early Years-Y1) who experience difficulties with their speech, language and/or communication skills. Our HLTA will often support in the delivery of programmes suggested by Speech and Language Therapists.

#### **Delivery of (and ongoing training for) Numbers Count (teacher led one to one maths teaching)**

Numbers Count is an intensive intervention for children delivered by a specially trained teacher to children who find mathematics extremely difficult. It helps them to get back on track and catch up with their peers. Over 50,000 children have taken part in Numbers Count nationally since 2008, making average Number Age gains of 16 months after 4 months. Every child has a programme of at least 40 half hour Numbers Count lessons over 3 or 4 months, while continuing to take part in their normal class mathematics lessons. Some pupils receive each lesson individually or 2 children together. Lessons take place in a dedicated teaching area where children can use a wide variety of resources. The teacher begins by making a detailed diagnostic assessment of what each child knows and then plans an individualised programme to help each one to move forward. Lessons focus on number and calculation, follow a set routine and are rigorous and active. The teacher aims to help each child to become numerate and confident, to enjoy actively learning mathematics and to develop the skills and positive attitudes needed to continue to make good progress in normal class mathematics lessons after completing Numbers Count.

A Numbers Count teacher receives intensive training and support for 2 terms from a local ECC Teacher Leader, and ongoing support thereafter. She liaises closely with the child's class teacher to share information about and plan together for the child's progress, and she sets regular homework and meets parents to discuss how they can support their children's learning at home.

#### **Delivery of First Class at Number (teaching assistant led small group maths intervention)**

1stClass@Number is an innovative, highly effective mathematics intervention. It is delivered by trained teaching assistants to small groups of children who have fallen behind at mathematics. It helps them to get back on track and catch up with their peers. Over 8,000 children have taken part in 1stClass@Number since 2011, making average Number Age gains of 10 months in one term. Every child has three 30-minute 1stClass@Number lessons per week for 12 – 15 weeks in a small group, while continuing to take part in their normal class mathematics lessons.

Teaching assistants work from detailed lesson plans, adapting them according to information gained from structured assessments. They help children

to think and talk about their mathematics. 1stClass@Number has a Post Office theme: children use letters, parcels, postcards and house numbers to support their mathematics and write postcards to tell their class teachers about their achievements. Teaching assistants are supported by a link teacher, who may be the Numbers Count teacher or another teacher chosen by the school. Teaching assistants are carefully trained while they learn to teach 1stClass@Number. They receive a total of 3 days of training in their first term and two follow-up sessions in the subsequent terms. 1stClass@Number is designed both to complement Numbers Count.

#### **Additional teaching assistants resulting in higher levels of support in all classes during the morning.**

The OFSTED survey showed that the single most commonly given use of Pupil Premium funding was to employ teaching assistants. The additional teaching assistant provide support in every class, every morning to the same class and also deliver support through small-group interventions in literacy and numeracy.

#### **Targeted Learning for Life groups for vulnerable pupil**

Learning for Life offer a short to medium term, inclusive, focused intervention that, we think, will give lasting benefits in the long term. Small groups (and sometimes individual) children or young people in early years or Years 1-4 attend. Each group is run by a HLTA. Children attend the group for a lesson per week (or sometimes an afternoon per week) so remain active parts of their main class group. Learning for Life is flexible, the leaders liaise closely with class teachers identifying learning and social and emotional needs and plan fun, creative, structured activities with the aim of removing the barriers to learning. There is great emphasis on language development and communication. As the children learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving. The group is based on the principles of a nurture group which have been working successfully for more than 40 years in the UK and other countries and have been praised, supported and recommended by organisations such as OFSTED.

#### **One-to-one/two tuition for approx 30 pupils in Year 3 and 4 and some targeted pupils in Y2**

One to one/two tuition is where pupils are given intensive tuition. It is undertaken outside of normal lessons as an after school programme. Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. It also indicates that the quality of teaching in one to one tuition or small groups is more important than the group size so our teaching staff offer the initiative one to two rather than one to one in order to double the number of pupils that benefit. Unlike many of the initiatives which are targeted at pupils that are under attaining academically, we currently offer one to two tuition to all pupils in receipt of pupil premium in Key Stage 2 (Years 3 and 4) irrespective of their prior attainment so that all pupil premium pupils progress.

#### **Free milk for pupils in receipt of FSM**

The school funds free milk for all pupils in receipt of FSM. Milk provides a powerful boost to meeting children's nutrient needs; a carton of school milk will provide more than half a five year old child's calcium, phosphorus and vitamin B2 requirements and a third of their protein needs. Milk is a good choice for children's teeth... milk and water are the only drinks recommended by dentists for between meals.

#### **Subsidising residential trip for FSM pupils in Y4**

The school heavily subsidises the cost of the residential trip to Robinwood to pupils in receipt of FSM. The residential trip offers an intensive block of outdoor adventure learning such as climbing, assault courses and canoeing. Robinwood promotes collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking (see also Meta-cognition and self-regulation) are also involved. Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. Understanding why adventure learning interventions appear to improve academic outcomes is not straightforward. One assumption might be that non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes.

#### **Attachment training for staff**

Training provided by the North Tyneside Educational Psychology in order to explore techniques for support and intervention, and learn about the nature and characteristics of attachment disorders. Often people with Attachment Disorders provide the greatest challenges. Attachment issues affect

behaviour, teaching and learning, relationship/social skills, and lifelong development.

**Commission a pupil premium review securing support from a system leader to review use and effectiveness of pupil premium expenditure**

A pupil premium review looks at how the school is spending its pupil premium funding. The review is carried out by an independent, experienced leader with a track record of making these improvements for disadvantaged pupils. The fresh perspective of an experienced school leader helps audit, evaluate and improve current provision to help raise the attainment of disadvantaged pupils. The school commissioned a review which took place in 2015.