

Pupil Premium Report (2019/20)

Summary of main barriers to learning for children eligible for Pupil Premium.	<p>Under-developed reading, spelling and numeracy skills of some of our disadvantaged pupils</p> <p>Low self-esteem and related social skills in identified pupils</p> <p>Financial difficulties of disadvantaged families</p> <p>Poor attendance of a few identified pupils</p>
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For the year 2019-2020, Marden Primary Academy was allocated £11,880 for children who attract Pupil Premium funding. This was allocated as follows:

Initiatives in 2019-20	Reason for allocation	Evaluation	Cost	Action
Employment of one-to-one Available Listener	To enhance positive relationships, self-esteem and resilience.	Prior to school closure, several pupils engaged with the Available Listener. These pupils worked with her both on an individual level and also in small groups (when required). They have been observed by both staff and parents as starting to grow in confidence and engaging happily in a range of social situations.	£2360	Continue with providing Available Listener
Employment of Peer Mediation lead	To enable pupils to develop confident self-management skills and to resolve conflicts	Member of staff trained and Y6 pupils trained as peer mediators. Pupils showed raised self-esteem and pride in their roles. Playtime and lunchtime incidents requiring adult intervention began to reduce.	£370	Programme to be continued next year
Employment of Federation Learning Mentor	To support identified pupils with social and emotional difficulties.	Prior to school closure, two pupils worked with the learning mentor. They have been reported as starting to be more engaged in their learning and building more positive relationships with peers.	£900	Continue to engage services of Learning Mentor
Employment of Federation Speech and Language Specialist	To provide training and support in the early identification of speech and language difficulties and strategies for support.	The Speech and Language Specialist worked with 4 pupils during the year – all in KS1. He made assessments, put appropriate interventions in place, liaised with parents and assisted in a referral to the Educational Psychologist. 5 other pupils benefitted from the resources and support he provided. An improvement in concentration and engagement in lessons was observed.	£1082	Continue to engage services of Speech and Language Specialist
TA support/ intervention groups for literacy and numeracy.	To enhance the literacy and numeracy skills of children who attract pupil Premium funding and develop and increased sense of confidence and independence when attempting tasks.	Due to Covid-19 we have been unable to fully assess the progress of PP children in 19/20. After giving the children a suitable time to settle in, we will be making a baseline assessment in maths, reading and writing to enable us to identify gaps in learning and monitor the progress of PP children termly. Staff did report increased confidence in identified pupils prior to school closure.	£6675	Interventions to continue and to be rigorously timetabled and closely monitored.
Purchase of Nessy Reading, 123Maths and Times Tables Rockstars intervention programmes	To support identified areas of weakness in reading, spelling and basic maths skills as part of the TA intervention support.	See above	£379	See above
Funding for extra-curricular visits and clubs.	To ensure <i>all</i> children are given the same opportunities to access extra-curricular activities as their peers.	Due to lockdown very few visits were taken.	£116	Continue to fund extra-curricular visits