

Marlborough Primary School Pupil Development Grant Strategy Statement

This statement details our school's use of the PDG for the 2022 to 2023 academic year.

It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

School Overview

Detail	Data
School name	Marlborough Primary School
Number of pupils in school	526
Proportion (%) of PDG eligible pupils	9%
Date this statement was published	05/10/22
Date on which it will be reviewed	
Statement authorised by	Presented to Governing Body – 05/10/22
PDG Lead	Mrs Rachel Lloyd / Mrs Leah Crew / Mrs Kate Adams
Governor Lead	TBC

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£55,200
PDG	£48,300
EYS PDG	£6,900
Total delegated budget for this academic year	£1,888,300

Part A: Strategy Plan

Statement of Intent

At Marlborough we fully understand the importance of supporting disadvantaged and vulnerable pupils to overcome barriers to learning. Furthermore, our strong culture of positive relationships aids us in identify individual pupils' interests and talents and build on these positives.

At Marlborough all staff have high expectations of the achievement of all pupils, including those most disadvantaged and vulnerable. We do not accept poverty and disadvantage as a reason for pupils not to succeed and we strive to find approaches and teaching strategies that help remove barriers to pupils' learning.

At Marlborough we endeavour to fully integrate the PDG plan into the School Improvement Plan. We ensure that interventions focus on improving the attainment of pupils from deprived backgrounds, specifically those who are eFSM. We draw on best practice and well-evidenced interventions as part of our whole-school strategy. We are clear in what they expect from an intervention, we monitor progress and evaluate the effectiveness. We carefully balance whole-school and targeted interventions to ensure that every eFSM pupil benefits as an individual, and that the school as a whole improves its capacity to support all pupils to reach their full potential.

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
Wellbeing and Self-Esteem	To provide a bespoke provision to meet the increasing complex needs of the children
Identifying and Closing learning Gaps	Monitoring and tracking of pupil's progress – use Edukey Groups of learners are tracked and discussed in Pupil Progress (Learner Review) meetings
To meet the health and wellbeing needs of Y Galon Pupils	As a result – the Y Galon pupils will receive a bespoke indoor and outdoor provisions which enriches their sensory, physical and social needs
To support and improve Early Years speech and language and fine motor development	To deliver the WellComm, Language Links and Handwriting Motorway programmes

Activity in this academic year

This details how we intend to spend our PDG **this** academic **year** to address the challenges listed above.

- EYS – HLTA – to deliver Wellcomm, Language Links and Handwriting Motorway
- Y1 & Y2 / Y5 & Y6 - HLTAS – learning interventions
- LD – Wellbeing Interventions
- Further development of the sensory room and outdoor area for Y Galon eFSM pupils and ensuring access for mainstream eFSM pupils

PDG Focus Area:	Teaching Interventions (including EY interventions)	
PDG	£24,673	

Visible Learning Effect Size	0.77 - Intervention for pupils with learning needs			
<p>At Marlborough we aim to ensure that we provide the best possible teaching and learning experiences for all learners in our setting. We use Learner Review meetings (Pupil Progress) to identify and discuss progress made against the progression steps and look at the needs of those learners. We discuss FSM children on an individual basis to decide what support or provision should be made regardless of their attainment or support e.g. financial support to pay for taxi to attend school, cover costs of a residential trip, classroom resources for mathematics or numeracy.</p> <p>Interventions are identified and timetabled to provide the learning needs of individual children. The impact of interventions taught will be monitored and tracked using Edukey.</p> <p>In the Early Years, staff carry out the Wellcomm and Language Links assessment programmes with all children and identify the children on the FSM register who need further Speech and Language support. The programme is followed to ensure progress is made.</p> <p>This will allow us to close the gaps between our nFSM and our eFSM learners within the school. Identifying gaps in learning and reviewing at regular intervals, enables the school to provide the best possible support and to meet the learning needs.</p>				
Action	Impact	Outputs	Resources	Timescales

		Number of FSM Supported	Family engagement	Other Measurable Outputs		
<p>To provide intervention support for literacy and numeracy support across pupils in all year groups and speech and language interventions in the Early Years.</p> <p>Staff to discuss the learning needs of their pupils in order to influence the intervention support and determine how it is best used with individual and groups of learners.</p> <p>This will be reviewed termly.</p>	<p>Intervention staff to confidently deliver learning programmes that are purposeful and meet the needs of all learners.</p> <p>Staff to carefully track progress of all learners and look for opportunities for the children to be provided with the best possible learning experiences regardless of attainment.</p>	<p>8 mainstream</p> <p>10 Y Galon</p> <p>8 statemented mainstream</p>	As required		<p>Staff to deliver intervention support and to attend relevant training to deliver quality intervention programmes effectively.</p> <p>Edukey intervention tracker to be used to monitor and track delivery and progress made.</p>	Over academic year 2022-23

PDG Focus Area:	Social and Emotional Wellbeing	
PDG	£28,900	
Visible Learning - Effect Size	0.62 - Integration Programmes	

At Marlborough, supporting the emotional and mental and wellbeing needs of our pupils is a core element of our provision. We know that our targeted high quality, bespoke provision for our most emotionally and mentally vulnerable and fragile learners helps the pupils better access learning. Our therapeutic approaches ensure that no pupil is at risk of exclusion.

Action	Impact	Outputs			Resource	Timescales
		Number of eFSM pupils supported	Family Engagement	Other measurable outputs		
<ul style="list-style-type: none"> To identify eFSM pupils who need individual or group wellbeing support. Bespoke and proactive support actioned. 	<ul style="list-style-type: none"> Early intervention of wellbeing needs. Building pupil resilience, self-esteem and confidence. Pupils develop strategies to support them manage anxiety, identity issues, bereavement 		HLTA works alongside parents as well as pupil.	0 pupil exclusions	SNUG Provision <ul style="list-style-type: none"> Staff Resources 	Dependent on individual wellbeing provision needs

PDG Focus Area:	Enrichment and Experiences	
PDG	£3000 PDG	£20,000 School's Delegated Budget
Visible Learning Effect Size	0.53 - Enrichment Programmes	

At Marlborough we aim to consolidate the skills learners acquire across the curriculum in a variety of contexts outside of the classroom. Many learners, particularly eFSM learners, benefit from enrichment and complimentary experiences where they are able to develop newly acquired skills. In order to meet the health and wellbeing needs of such learners within Y Galon (our Specialist Resource Base for 30 learners with severe and complex needs) we aim to further develop the sensory room and outdoor area and ensuring access to Y Galon eFSM pupils and mainstream eFSM pupils to enhance pupil's learning experiences and develop their sensory, physical and social communication needs.

Action	Impact	Outputs			Resource	Timescales
		Number of eFSM pupils supported	Family Engagement	Other measurable outputs		
<p>To further develop the sensory room and outdoor area and to ensure that Y Galon eFSM and mainstream eFSM pupils have access to these bespoke provisions.</p> <p>Timetables</p> <p>Source relevant training which is disseminated to all staff</p>	<p>The Y Galon eFSM and mainstream eFSM pupils will have access to the bespoke indoor and outdoor provision.</p> <p>A greater understanding of pupils sensory, physical and social communication needs.</p> <p>Development of learners sensory, physical and social communication needs</p>	<p>10 Y Galon</p> <p>10 statemented mainstream</p>	<p>Half termly Y Galon coffee morning for parents / carers</p>		<p>Sensory Room</p> <p>Y Galon outdoor area</p> <p>Y Galon and mainstream staff to enable pupils to access to these provisions.</p> <p>Relevant training courses</p>	<p>Academic Year 2022-2023</p>

Total budgeted cost: £56,573

Further information

526 children on roll

47 (9%) eFSM in total

10 (21%) Y Galon

17 (36%) FP

30 (64%) KS2

4 (8.5%) have 1 to 1 support

8 (17%) have intervention support

6 (13%) have wellbeing support

All eFSM pupils in Nursery and Reception will be supported initially whilst we are assessing the pupils.

All eFSM pupils regardless of whether they meet the threshold of intervention or need. for wellbeing support are discussed at Learner Reviews and with the pupil at 1:1 Pupils Dialogue meetings. Where possible barriers to learning are discussed with parents e.g., if a laptop is needed for home learning or support need to access enrichment activities

eFSM pupils are supported to access school trips/residential trips where needed.

eFSM pupils throughout the school are able to access the indoor and outdoor learning provision in Y Galon

Part B: Review of outcomes in the previous academic year

PDG outcomes

This details the impact that our PDG activity had on pupils in the 2020 to 2021 academic year.