

## Marlborough Primary School Pupil Development Grant Strategy Statement

*This statement details our school's use of the PDG for the 2023 to 2024 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	491
Proportion (%) of PDG eligible pupils	9.37% (46 pupils)
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	G. Foley
PDG Lead	Mrs Rachel Lloyd / Mrs Leah Crew / Mrs Kate Adams
Governor Lead	TBC

### Funding Overview

Detail	Amount
<b>PDG funding allocation this academic year</b>	<b>£54,050</b>
PDG	£47,150
EYS PDG	£6,900
<b>Total delegated budget for this academic year</b>	<b>£2,184,770</b>

## 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.

It aligns closely with the School Improvement Plan Action Plan 1, Inclusion and Equality.

### 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 and attendance. Groups of learners are tracked and discussed in Pupil Progress (Learner Reiew) meetings

	To improve standards in maths, reading and writing
To meet the health and wellbeing needs of Y Galon/Nook Pupils	As a result – the Y Galon and Nook pupils will receive a bespoke indoor and outdoor provisions which enriches their sensory, physical and social needs

### Activity in this academic year

Year 6 Llangrannog residential trip £1280.00 - to fund 4 pupils.

PDG Focus Area:		Social and Emotional Wellbeing				
PDG		£16,000				
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"> <li>To identify eFSM pupils who need individual or group wellbeing support.</li> <li>Bespoke and proactive support actioned.</li> </ul>	<ul style="list-style-type: none"> <li>Early intervention of wellbeing needs.</li> <li>Building pupil resilience, self-esteem and confidence.</li> <li>Pupils develop strategies to support them manage trauma, anxiety,</li> </ul>	TBC	HLTA works alongside parents as well as pupil.	0 PDG LAC pupil exclusions	<b>SNUG Provision</b> <ul style="list-style-type: none"> <li>HLTA</li> <li>Resources</li> </ul>	Dependent on individual wellbeing provision needs

	identity issues, bereavement					
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<b>PDG Focus Area:</b>		<b>Enrichment and Experiences</b>	
<b>PDG</b>		<b>£6,050</b>	
<b>Visible Learning Effect Size</b>	<b>0.53</b> - Enrichment Programmes		
<p>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) and The Nook ( a bespoke room tailored to the needs of children with additional learning needs) we aim to further develop our sensory room and outdoor area and ensuring access to all eFSM pupils to enhance their learning experiences and develop their sensory, physical and social communication needs. We also aim to meet the health and wellbeing needs of such learners who access The Nook by ensuring the team of specialist TAs who support them are suitably trained, the learners have access to effective support and that the resources match their needs.</p>			

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 , Nook eFSM and mainstream eFSM pupils have access to these bespoke provisions.</p> <p>Timetables</p> <p>Source high quality professional development linked to pupils needs which is disseminated to all staff.</p>	<p>The Y Galon/Nook 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/Nook and PLACE coffee morning for parents / carers</p>		<p>Sensory Room</p> <p>Y Galon outdoor area</p> <p>Y Galon, Nook and mainstream staff to enable pupils to access to these provisions.</p> <p>Additional CPD for mainstream, Y Galon and Nook staff</p>	<p>Academic Year 2023-2024</p>
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<b>PDG Focus Area:</b>	<b>Teaching Interventions</b>	
<b>PDG</b>	<b>£28,000</b>	
<b>Visible Learning Effect Size</b>	<b>0.77</b> - Intervention for pupils with learning needs	

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 or support for mathematics/numeracy or reading/writing interventions.

Interventions are identified and timetabled to provide the learning needs of individual children. Bespoke programmes of intervention are taught to children and the impact of interventions taught will be monitored and tracked e.g. Reading Recovery, Thrive, Fresh Start, Wellcomm.

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.

In Key Stage 2, numeracy and reading assessments are carried out using Fresh Start and First Class at number.

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.

Action	Impact	Outputs			Resources	Timescales
		Number of FSM Supported	Family engagement	Other Measurable Outputs		
<p><b>.2.a Learner Review Meetings</b>            Within the Learner Review meetings staff to identify FSM pupils in their classes. Staff are to complete the rubrics to identify progress and attainment made. Data from the identified groups of learners to be analysed</p>	<p>Staff are aware of which children need support within their class and how they can support children through differentiation and intervention support.</p> <p>The intervention team are to ensure that all learners make the best possible progress,</p>	<p>Wellcomm and Language Links Support –TBC            eFSM children RWI and Numeracy support FP – 6 eFSM children 13%            KS2 Reading Recovery, Fresh Start and First Class @ Number – 8 eFSM children 17%            Wellbeing Thrive support – 7 eFSM children 15%</p>	<p>Families will be informed when children receive intervention support and progress is reported later in the year.</p>	<p>Progress made within each intervention programme to be discussed termly and timetables adjusted and reviewed accordingly.</p>	<p>To ensure all staff delivering interventions, have up-to-date training and resources required for delivering intervention programmes successfully.</p>	<p>Throughout the academic year 2023 – 2024.</p>

<p>appropriately and progress to be monitored and tracked.</p> <p><b>1.2c Needs Assessment</b> In the autumn term data to be collected from SIMS and staff to complete the Needs Assessment tool to show the needs of learners with English as an additional language.</p> <p><b>1.2.d Attendance</b> For daily attendance to be monitored by the school admin team. Attendance to be tracked and monitored and reported to leader of attendance. Meetings to be held with the school attendance officer and parents and carers informed if</p>	<p>for them (whether they are less or more able).</p> <p>To use the Needs assessment analysis to identify learners who are both eFSM and have EAL.</p> <p>For intervention team to ensure relevant support reflects the learner being multilingual.</p> <p>For the admin team and assistant headteacher to ensure that all eFSM learners attend school every day to maximise their learning potential.</p>	<p>Using current eFSM register and Needs Assessment Nov 2022 (this will be updated Nov 2023), there are 19 out of 46 eFSM learners, 41%.</p> <p>All 46 learners on the eFSM register.</p>	<p>Parents and carers will be informed of language courses they can attend at our local High School or other community venue.</p> <p>Attendance of learners to be reported at the end of the year.</p> <p>Families will be contacted if attendance is below 90% and support given to raise attendance in school.</p>	<p>Needs assessment will be reviewed in Oct/Nov 23.</p>	<p>Needs assessment survey for each child.</p> <p>Data from Sims used to monitor attendance.</p>	<p>October / November 2023</p> <p>Every half term. Sept 2023 Nov 2023 Jan 2023 March 2023 May 2023 July 2023</p>
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attendance falls  
below 90%.

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