

Marlborough Primary School Pupil Development Grant Strategy Statement

This statement details our school's use of the PDG for the 2024 to 2025 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	481 (18/9/24)
Proportion (%) of PDG eligible pupils	8% (38 pupils)
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	G. Foley
PDG Lead	Mrs Rachel Lloyd / Mrs Leah Crew / Mrs Kate Adams
Governor Lead	TBC

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 54,050
PDG	£47,150
EYS PDG	£6,900
Total delegated budget for this academic year	£2,295,140

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 ensure that pupils receive provision which develops and enhances Pupil Wellbeing and Self Esteem

To meet the Wellbeing and additional learning needs of Y Galon/Nook Children and other mainstream eFSM children.	To ensure the identified pupils will receive a bespoke provision which impacts positively on health, well-being and additional learning needs (if appropriate).
Identifying and Closing Learning Gaps	Monitoring and tracking of summative assessments and attendance. Individual learners in classes and identified groups of learners are tracked and discussed in Learner Review meetings To improve standards in maths, reading and writing.

PDG Focus Area:		Wellbeing and Self Esteem				
PDG		£4,025				
Visible Learning - Effect Size			0.51- positive self-concept			
At Marlborough, supporting the emotional and mental 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 help the pupils better access to learning.						
Action	Impact	Outputs			Resource	Timescales
		Number of eFSM pupils supported	Family Engagemen †	Other measurable outputs		
Wellbeing Support To identify eFSM pupils who need individual or group wellbeing support.	Early intervention of wellbeing support for learners across school. Build	6 eFSM children currently receiving the Talk About Intervention. Lego therapy and	Class teachers build and maintain strong, positive relationships with parents and pupils.	0 PDG P/LAC pupil exclusions	HLTAs Talk About sessions with eFSM pupils TA- Lego therapy sessions.	Talk About Sessions- Weekly from Sept 2024 to July 2025 Lego Therapy- Weekly from Nov 2024 to July 2025 Thrive Sessions from Jan 2025 to July 2025

Bespoke and proactive support actioned.	ing pupil resilience, self-esteem and confidence.	Thrive children TBC			HLTAs/TAs Thrive Training-Assessment for eFSM pupils and appropriate intervention.	
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PDG Focus Area:		Enrichment and Experiences	
PDG		£4,025	
Visible Learning Effect Size			
<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 wellbeing and additional learning needs of such learners within Y Galon (our Specialist Resource Base for 25 learners with severe and complex needs) and The Nook (a bespoke room tailored to the needs of children with additional learning needs) and mainstream;</p> <p>We support eFSM pupils by funding school trips and residentials</p> <p>We provide clothing and equipment needed to access residential activities</p> <p>We ensure that the Y Galon and Nook specialist TA team are able to access specific ALN CPD to ensure that all staff who support these pupils are suitably trained and that the learners have access to resources to help meet their needs</p>			

Action	Impact	Outputs			Resource	Timescales
		Number of eFSM pupils supported	Family Engagement	Other measurable outputs		
<p>School Trips and residential</p> <p>Support provided to enable eFSM learner to access Y6 Residential trip and support with kit needed</p> <p>School trip subsidised to ensure it can be accessed by all pupil</p>	<p>To ensure all eFSM pupils are able access all trips and residential trips with suitable equipment and clothing.</p>	<p>1 Pupil YG Residential</p> <p>30 Pupils YG School Trip</p>	<p>Phone calls made discreetly to parents to ask if support is needed.</p> <p>Parental meetings held to share details of trips.</p>	<p>Staff work closely to monitor pupils who don't accept school trip/residential invitations.</p> <p>To ensure all eFSM pupils are able access all trips and residential trips with suitable equipment</p>	<p>Sleeping bags</p> <p>Coats</p> <p>Wellies</p> <p>Spare clothes</p> <p>Subsidising/ funding places</p> <p>Spending money given</p>	<p>Oct Llangrannog trip</p> <p>YG and mainstream school trips</p>

<p>Y Galon /Nook specialist TA team ALN CPD</p> <p>Support provided by the Early Years Disability and Inclusion Team to provide specialist training to help meet the needs of learners and to provide enriching curriculum experiences</p> <p>Enrichment support</p> <p>Support provided by volunteer running a weekly creative enrichment sessions</p>	<p>To ensure all eFSM ALN and non ALN pupils are supported effectively to ensure they reach their maximum potential and enjoy their learning</p> <p>To ensure all non ALN eFSM pupils are able access a creative enrichment session</p>	<p>7 eFSM pupils with ALN in YG</p> <p>4 eFSM pupils with ALN who access The Nook</p> <p>10 KS2 eFSM pupils with no ALN needing enrichment.</p>	<p>PCP meetings held. Feedback given on progress against IDP targets</p> <p>Sessions will be communicated to parents and children will be given an opportunity to</p>	<p>Good attendance for all eFSM pupils</p> <p>Learning new creative skills Develop language skills Teamwork</p>	<p>Teachers/ HLTAs and TAs attend training sessions</p> <p>Makaton Visual Strategies Supporting the complex child Sensory Stories Social Communication</p> <p>Art resources Room</p>	<p>Additional ALN CPD calendar and bespoke training provided throughout 2024-2025</p> <p>Feb 21st, 2025</p> <p>Weekly</p>
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Support provided by ALNCo running a weekly creative enrichment session.		5 FPh eFSM pupils with no ALN needing enrichment	showcase their work to their parents Sessions will be communicated to parents and children will be given an opportunity to showcase their work	Increased attendance No eFSM exclusions Learning new creative skills Develop language skills Teamwork Increased attendance .	Resources	Weekly
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PDG Focus Area:	Identifying and Closing Learning Gaps	
PDG	£46,000	
Visible Learning Effect Size		

At Marlborough we aim to ensure that we provide the best possible teaching and learning experiences for all learners in our setting. We track pupil progress using our Assessment record sheet trackers.

We track and monitor all pupil attendance below 90% with a specific focus on pupils below 80%.

We use Learner Review meetings to identify and discuss progress made in class (attainment and achievement) 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 best possible 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, First Class at Number, Fresh Start, Wellcomm, Speech and Language Links as well as Talkabout.

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 best 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

Action	Impact	Outputs			Resources	Timescales
		Number of FSM Supported	Family engagement	Other Measurable Outputs		
Learner Review Meetings Within the Learner Review meetings staff to identify FSM pupils in their classes. Staff are to	Staff are aware of which children need support within their class and how they can support children through	FP Wellcomm and Language Links Support – TBC eFSM children RWI and Numeracy	Families will be informed when children receive intervention support and progress is reported later in the year.	Progress made within each intervention programme to be discussed termly and timetables adjusted and reviewed	To ensure all staff delivering interventions, have up-to-date training and resources required for delivering intervention programme	Throughout the academic year 2024 – 2025.

<p>complete the rubrics to identify progress and attainment made. Data from the identified groups of learners to be analysed appropriately and progress to be monitored and tracked.</p>	<p>differentiation and intervention support.</p> <p>The intervention team are to ensure that all learners make the best possible progress, for them (whether they are less or more able).</p>	<p>support FP – 9 eFSM children 24%</p> <p>KS2 Reading Recovery, Fresh Start and First Class @ Number – 4 eFSM children 11%</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>accordingly .</p> <p>Needs assessment will be reviewed in Oct/Nov 24.</p>	<p>s successfully.</p> <p>Needs assessment survey for each child.</p>	<p>October / November 2024</p>
<p>Needs Assessment</p> <p>In the autumn term data the staff to complete the Needs Assessment tool to show the needs of learners with English as an additional language.</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</p>	<p>Using current eFSM register and Needs Assessment Nov 2022 (this will be updated Nov 2024), there are 27 out of 38 eFSM learners, 71%.</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>Needs assessment will be reviewed in Oct/Nov 24.</p>	<p>Needs assessment survey for each child.</p>	<p>October / November 2024</p>

<p>This data will be input by admin team to SIMS.</p> <p>Attendance 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 attendance falls below 90%. A meeting offered or a call made if</p>	<p>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>All 38 learners on the eFSM register.</p>	<p>Attendance of learners to be reported at the end of the year.</p> <p>Families will be contacted of attendance is below 90% and 80% and support given to raise attendance in school.</p>		<p>Data from Sims used to monitor attendance</p> <p>Attendance tracker to be updated every 6 weeks. Weekly attendance data updated for whole school.</p>	<p>Every half term. Sept 2024 Nov 2024 Jan 2025 March 2025 May 2025 July 2025</p>
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attendance falls below 80%.				
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Part B: Review of outcomes

PDG outcomes

This details the impact that our PDG activity had on pupils in the 2024 – 2025 academic year.

Intended outcome	Success criteria