

Marshfield Primary-Evaluation of Grant Expenditure 2021-2022



Mid Term Evaluation

This report summarises how the school uses the EIG and PDG to support and enhance learning. A summary of the financial expenditure is below.

<i>Regional Grants</i>	
EIG	151,535
PDG	13,800
EYPDG	2,300
Recruit, Recover, Raise Standards (ALP) summer 2021	7,976
PL for Teachers	8,759
Recruit, Recover, Raise Standards (ALP) autumn and spring 2021-22	15,649

Live updates of how the grants are spent are available via Hwb.

Most importantly, the school's strategic plans, especially the SDP robustly monitors the impact of actions through specific success criteria

<p>➤ By October, identified pupils to have completed PASS Survey.</p> <p>✓ By November, identified pupils to be part of intervention programme.</p> <p>✓ Generate support plans for pupils.</p> <p>✓ Employ member of staff to support pupils.</p> <p>✓ Staff to monitor progress of pupils.</p> <p>PASS Survey to be completed by pupils. LD to review, analyse and feedback to class teachers.</p> <p>£11.000 ALP grant to support programmes. Autumn Term</p>	<p>✓ All identified ALP pupils to complete the PASS re-analysis in the Spring Term.</p>	<p>enabled staff to identify pupils for ALP interventions (LD). Pupils identified for ALP Grant and additional support prior to C19-</p> <p>✓ Nearly all ALP pupils made significant progress during their <u>6 week</u> intervention programme (CL)</p> <p> ALP analysis Jan 2021.doc</p> <p> ALP analysis Jan 2021.xlsx</p>	<p>✓ Nearly all classes have carried out interventions and staff have supported pupils on return to school. (LD)</p>
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The main objectives of **EIG spend** for 2021-22 are:

- To support the Foundation Phase staffing recommended WG ratios
- To establish a range of high quality intervention programmes to support pupil progress
- To facilitate tracking, assessment and progress in line with actions in the SDP
- To support the development of DCF skills by improving ICT provision, especially in the FP
- To develop specialist support and provision for all learners in line with the new ALN transformation requirements.

The main objectives of **PDG spend** for 2021-2022 are:

- To support eFSM pupils to ensure that they are provided with targeted help through specialist provision and interventions for areas of need- particularly wellbeing.
- By the end of the grant year, all eFSM pupils receive at least one intervention. All eFSM pupils are highlighted in class contexts and their progress is closely monitored by SLT. The school receives very little PDG but it ensures that it is used to effectively to support eFSM and vulnerable pupils. Recently, the school purchased additional i-pads and mobile technology to assist 1:1 eFSM pupils access a high-quality set of opportunities. This has already had an impact on their emotional wellbeing.

Progress

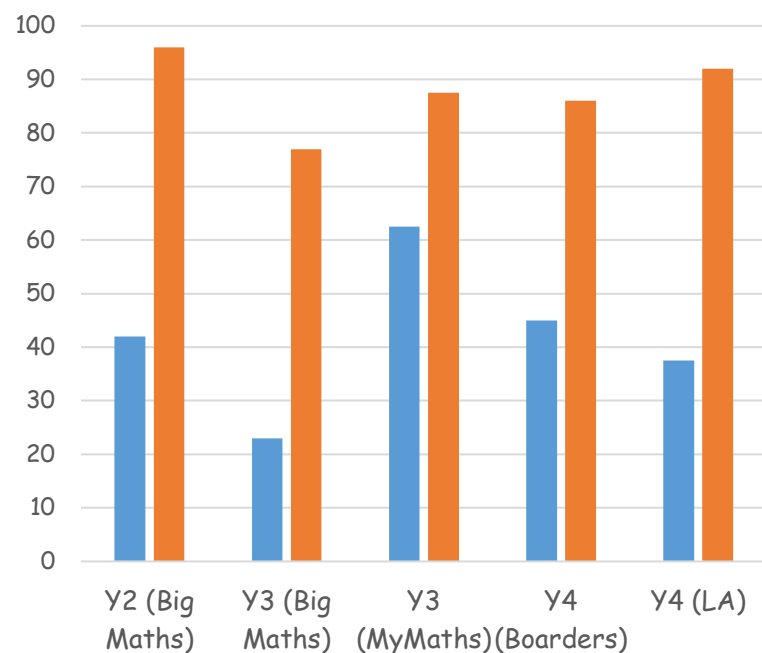
- The **EIG grant** does not fully fund the recommended Foundation Phase ratios- however, all of the allocated Foundation Phase EIG money is utilised to support Foundation Phase ratios. All support staff are responsible for the teaching and tracking of at least one high-quality intervention within their year group.
- The table below illustrates the tracking of intervention programmes and the impact against targets. The school can demonstrate excellent value added to date and very good value for money. The school has concentrated on supporting pupils after lockdown with their emotional and mental wellbeing. This is referenced in both SDPs overarching this period. The **ALP grant** has also been utilised to support learners through the use of specialist support in Year 2 and 3.
- The following tables summarise the interventions completed and the progress made by learners.

Year 1		Fun phonics		
Year 2	Time to talk	Phonics and reading		
Year 3	Happy in my Skin	Jellyfish resource	Phonics catch up	Reading Borders
Year 4	Wellbeing- Lion Resource			
Year 5	Wellbeing	Reading Comprehension		
Year 6	COMIT	Reading Borders		

	Pre-Lockdown BB Level		Book band Level	%
Child A	BB4	95%	BB5	85%
Child B	BB5	95%	BB6	93%
Child C	BB5	93%	BB5	81%
Child D	No level recorded		BB3	70%
Child E	BB5	95%	BB6	92%
Child F	BB7	96%	BB8	96%
Child G	BB7	96%	BB7	88%

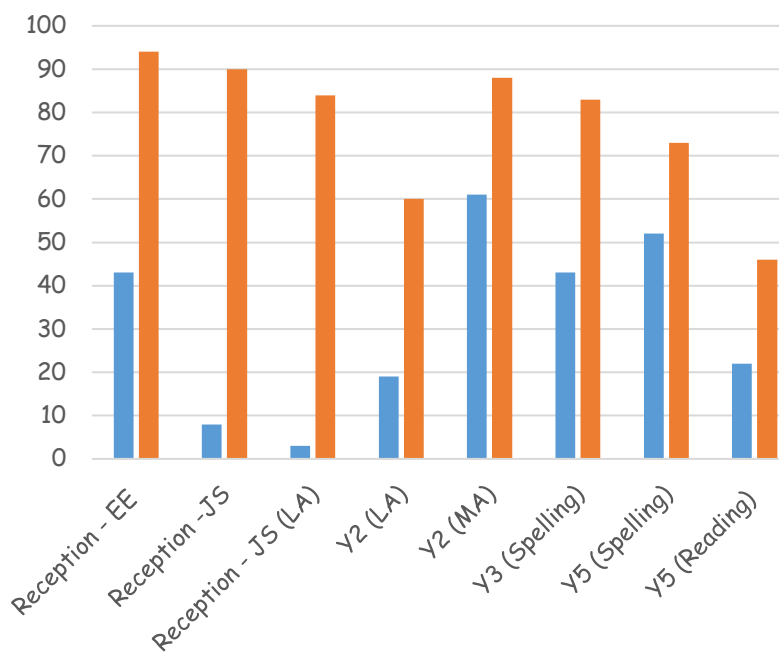
Numeracy Intervention Progress

Map 2 (Spring/Summer 2021)



Literacy Intervention Progress

Map 2 (Spring/Summer 2021)



- The EIG/PDG has also been used to support Mathletics and Nesy resources that nearly all children are able to use. It has also been used to fund community information evenings-i.e. sharing events linked to teaching and learning.
- Most aspects of the plan make good reference to proven effective interventions and strategies outlined in the Sutton Trust Toolkit.
- A detailed support and tracking programme also enables the school to effectively assess the value for money for all group programmes against skills acquired. Progress of interventions is reported to the GB. Normally further analysis is completed in the school Sub-Committee Standards meeting, but this has not been possible due to Covid implications.
- All interventions are evaluated weekly by support staff and teachers to evaluate suitability as well as the progress of individuals.
- EIG expenditure on training has had a positive impact on implementing the priorities of the SDP.

- Below is a summary of eFSM /LAC pupil progress.

PDG breakdown				
LAC pupils (n=4)				
<i>(100% of pupils completed intervention during the Summer Term)</i>				
Intervention	Map	Progress	Target met?	Notes
Y3 - My Maths	Summer	0 - 87%	Y	Target exceeded by 7%
Y3 - Spelling	Summer	40 - 75%	Y	Target exceeded by 5%
Y3 - Reading Comprehension	Summer	4 - 64%	Y	Target exceeded by 4%
Y4 - Lego therapy	Summer	improved wellbeing		
Y4 - Nessy	Summer	I3 --> I5	Y	
FSM pupils				
<i>(50% of FSM pupils undertook intervention in the summer term / post pandemic school closures. All received at some point throughout academic year 2020/21)</i>				
Intervention	Map	Progress	Target met?	Target met / exceeded?
Reception - letter recognition	Spring	0 - 80%	Y	
Reception (LA- Phase 2)	Summer	0 - no data%	no exit data - poor attendance for this intervention	
Reception - letter recognition	Spring	0 - 100%	Y	Target exceeded by 25%
Reception (LA- Phase 2)	Summer	4 - 80%	Y	
Reception - Phase 2	Summer	7 - 88%	N	Inconsistent when segmenting some 3 phoneme words with 'm'
Y3 BigMaths	Summer	30 - 80%	Y	Target exceeded by 10%
Y3 MyMaths	Summer	67 - 100%	Y	Target exceeded by 20%
Y3 - Toe by toe	Summer	Block 1 --> Block 6	progress limited due to poor attendance for this intervention	
Y4 (LA)	Summer	17 - 92%	Y	Target significantly exceeded
Y4 (borders)	Summer	29 - 63%	Y	Target exceeded by 4%
Y4 (reading)	Summer	Increased two benchmark levels (16 - 18)	Y	
Y4 (reading)	Summer	Increased two benchmark levels (16 - 18)	N	Only improved by one benchmarking level. Targetted for two
Y5 - Lego therapy	Summer	Reduced incidents on yard / improved wellbeing	Y	Target exceeded (enhanced level of support / 1-1 extremely effective)

