# Maylandsea Primary School Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

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| Detail | Data |
| School name | Maylandsea Primary School |
| Number of pupils in school | 245 |
| Proportion (%) of pupil premium eligible pupils | 11% (27 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | October 2022  October 2023  October 2024 |
| Statement authorised by | Mrs C James |
| Pupil premium lead | Mrs C James |
| Governor / Trustee lead | Mrs L Austin |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £29085 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £29085 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Maylandsea Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).  The PPG was created to provide funding for three key areas:  • Raising the attainment of disadvantaged pupils and closing the gap with their peers.  • Providing funding for LAC and previously LAC (PLAC).  • Supporting pupils with parents in the armed forces.  Achieving our objectives:  In order to achieve our objectives and overcome identified barriers to learning we will:  ➢ Provide all teachers with high quality CPD to ensure that pupils access effective  quality first teaching  ➢ Provide targeted intervention and support to quickly address identified gaps in  learning including the use of small group work, 1:1 tuition  ➢ Target funding to ensure that all pupils have access to trips, residential trips, first  hand learning experiences  ➢ Provide opportunities for all pupils to participate in enrichment activities including sport and music  ➢ Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.  This is not an exhaustive list and strategies will change and develop based on the needs of individuals.  Key Principals:  We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify pupils at pupil progress meetings for specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Speech, language and communication skills |
| 2 | Gaps in reading, phonics, writing and maths |
| 3 | Access to wider opportunities |
| 4 | Parental engagement |
| 5 | Attendance and punctuality |
| 6 | Mental health and well being |

## 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.

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| --- | --- |
| Intended outcome | Success criteria |
| Reading, Writing and Maths | Achieve outcomes in-line with, or above, national average by the end of KS2. |
| Phonics | Achieve outcomes in-line with, or above, national average of pupils in Y1 pass the PSC |
| Attendance | Ensure attendance of disadvantaged pupils is at least 96% |
| Wider Curriculum Opportunities | Children have access to wider experiences to broaden their curriculum entitlement |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,085

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Chatterbugs Intervention | Pupils spoken language deficit effects their ability in Reading and Writing, which are below national expectations. Pupils who start at the school have low speech language and communication skills | 1 |
| Structured maths intervention - Number Stack to be implemented across the school | Pupils’ attainment in Maths is below national expectations by the end of Y6  (65% 2022) | 2 |
| New Phonics programme to be implemented across EYFS and KS1 | Phonics attainment is below national average | 2 |
| Training for staff in new phonics programme | Phonics attainment is below national average  Confidence in staff in delivering a phonics programme to be raised | 2 |
| Cover HLTA employed to release curriculum leaders | Continual improvement of the quality of the curriculum through lesson observation, book scrutiny and pupil voice | 2,3 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £14,000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Precision teaching (Education Phycology Service) | Pupils’ attainment in reading, writing and maths is below national expectations by the end of Y6 | 2 |
| Clicker 8 | Pupils’ attainment in Writing is below national expectations by the end of Y6 | 2 |
| Cover teacher employed to release class teacher to provide small group tuition | Pupils’ attainment in reading Writing and Maths is below national expectations by the end of Y6 | 2 |
| Catch Up reading | Pupils’ attainment in reading is below national expectations by the end of Y6 | 2 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £1,000

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Well Being mentor | Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum | 6 |
| Family Support worker employed to support families | Children are identified as being persistently absent. Children with poor attendance do not perform as well as children with good attendance | 4,2,1,6 |
| Subsidised visits | Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum | 3,2,6 |
| Parental workshops | Positive parental engagement can support pupil progress and attendance  Start-up of a parent forum to allow parents to voice their support/concerns of areas relating to teaching and learning. | 1,2,3,4,5,6 |
| After school clubs subsidised | Every child should have the opportunity to take part in developing their passion for other areas of the curriculum  Pupils should be allowed and able to attend after school clubs including music tuition, sports clubs and the arts. | 3,6 |

**Total budgeted cost: £29,085**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

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| --- | --- | --- | --- |
| Intended outcome | Success criteria | Impact | Intent 2022-2023 |
| Reading, Writing and Maths | Achieve outcomes in-line with, or above, national average by the end of KS2.  Reading 88%  Writing 73%  Maths 65%  RWMC 50% | KS2 Cohort Reading 88%  Writing 73%  Maths 65%  RWMC 50%  PPG  Reading 50%  Writing 25%  Maths 50%  RWMC 50% | Achieve outcomes in-line with, or above, national average by the end of KS2. |
| Phonics | Achieve outcomes in-line with, or above, national average of pupils in Y1 pass the PSC | Phonics score below national average of 75.5%  School data 68% | New phonics scheme introduced to support phonic teaching and learning. |
| Attendance | Ensure attendance of disadvantaged pupils is at least 96% | Attendance rate nationally was 93%  PPG pupils achieved this target | To increase to 2022-2023 national average 96% |
| Wider Curriculum Opportunities | Children have access to wider experiences to broaden their curriculum entitlement | Wider curriculum more developed and subject leaders have non negotiables in place. | Subject leaders to plan curriculum teaching and learning with the starting point of pupils entitled to PPG. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Year group | Number of Pupils | Number of Pupils making expected progress | | | Number of Pupils at Age Related Expectation | | |
|  |  | R | W | M | R | W | M |
| EYFS | 3 | 1 | 1 | 1 | 1 | 1 | 1 |
| Year 1 | 2 | 2 | 1 | 1 | 1 | 1 | 2 |
| Year 2 | 5 | 3 | 4 | 5 | 4 | 3 | 3 |
| Year 3 | 5 | 2 | 1 | 2 | 0 | 0 | 1 |
| Year 4 | 5 | 4 | 4 | 4 | 4 | 4 | 5 |
| Year 5 | 6 | 5 | 6 | 5 | 3 | 2 | 3 |
| Year 6 | 4 | 3 | 1 | 4 | 2 | 1 | 2 |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| --- | --- |
| Programme | Provider |
| TT Rockstars | Maths Circle Ltd |
| Bug Club | Pearson |
| My Maths | Oxford University Press |
| Catch up Reading | Rapid Readers |
| Oxford Owl |  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | * 1:1 support for social and emotional needs * Support in meeting other service children via zoom meetings * Opportunity to speak to parents on tour via zoom |
| What was the impact of that spending on service pupil premium eligible pupils? | * Children were supported with their mental health and well-being needs * Children were supported in their learning and made good progress in their learning |