

Pupil premium strategy statement – Malmesbury Park Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Malmesbury Park Primary School
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Green
Pupil premium lead	Mr Hall
Governor / Trustee lead	Mrs Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,188
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£170,188

Part A: Pupil premium strategy plan

Statement of intent

There is a three-Stage approach to meet the needs of Pupil Premium children at Malmesbury Park. We integrate what we do in three stages, to create a whole school 'Pupil Premium Friendly' practice.

These stages are:

- Creating a language rich learning environment.
- Building excellent learning practice in each classroom.
- Linking interventions with class teaching to close the attainment gap.

We know that children that are in a language rich environment have the best life chances when leaving school and this is what we work hard to create across all aspects of school, for all children.

Research completed by the Education Endowment Foundation shows that both targeted and whole school approaches to developing a positive school ethos which also aim to support greater engagement in learning, will have a positive impact on children's progress. One to one and small group support for social and emotional needs are provided by our Emotional Literacy and Feelings (ELF) team. The ELF team work with children from across the school, supporting at times of need but also when a specific area has been identified. The ELF team also work to support parents with dedicated parent workshops as well as drop in sessions.

When applying strategies in the classroom to support children, although the targets of these strategies have been Pupil Premium children, many of these strategies are implemented as a whole school approach, impacting all pupils. With many at no cost to the pupil premium grant. They add value to the pupil premium budget, allowing money to be freed up to cover staff who can dedicate time to work specifically with Pupil Premium children. The whole school has six learning values which underpin the curriculum. Research shows that meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) can have a huge impact on a child's progress. Children understanding what learning is, how to be a successful learner and evaluating themselves as a learners will ensure that they leave us ready for the world outside of school.

Through use of assessment, both summative and formative, interventions are used to target children, raise attainment and improve progress. The intervention can vary from working on a specific program in small groups or one to one or a teacher implementing a change to classroom routines for the child. The interventions are targeted to provide additional support for the child to ensure both, access to the curriculum and indeed progress. These are reviewed and adjustments made as when needed.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning between pupil premium children and non-pupil premium children, particularly writing.
2	The number of children with English as additional language. Children with English as an additional language may have difficulty accessing the curriculum. They may not have an English language rich environment at home and therefore may have limited vocabulary. They may also have not been able to successfully access the program of learning during lockdown and parents may have found supporting the children with school work more difficult.
3	Children's well-being – The well-being and mental health of some children can mean they are not ready to learn. This means they are not able to access the curriculum and as a result may not meet age related expectations. This can also impact their resilience and determination when finding learning a challenge, which may further impede progress.

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
Increase the number of children meeting age related expectations at the end of key stage 1 in maths.	An increase of children meeting age related expectations in maths at the end of key stage 1. End of key stage scores more in line with national averages. Progress of pupil premium children in line with national averages.
Close the gap between pupil premium children and their non-pp peers in writing across the school.	The gap between pp children and non pp children meeting writing expectations decreases.
To achieve and sustain improved well-being for all pupils in school, particularly disadvantaged pupils.	All children and staff are actively engaged in the Seeds of Happiness programme.

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: £110, 131

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support in FS2 to allow children to be listened to read and work in smaller groups during maths sessions.	Early intervention, as identified by the Education Endowment Foundation, can have significant impact on progress.	Additional TA support in FS2 to allow children to be listened to read and work in smaller groups during maths sessions.
Continue to embed use of Mastery of number in EYFS and KS1.	Our internal assessment and analysis of children's attainment and progress in maths has shown children who have an earlier grasp of number will often have a greater confidence in maths and have more success as they progress through the school.	Continue to embed use of Mastery of number in EYFS and KS1.
Introduce Pathways to Writings across the school.	Using Pathways to writing will provide structure for children to develop their writing skills and ensure progression is clear from year group to year group.	Introduce Pathways to Writings across the school.

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

Budgeted cost: £47, 757

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition with a focus on maths and reading for children in year 6.	Evidence from the education endowment foundation shows that small group tuition, when used effectively, can mean children make up to five months additional progress. Children can be more engaged in a smaller group and will have more immediate feedback which in turn can increase the rate in which children move onto the next step of learning. Analysis of past papers and	1, 2

	assessment in the class is used to identify gaps in learning.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12, 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
£50 voucher towards school trips and uniform.	The extended life opportunities of pupil premium children have been further restricted due to the two national lockdowns. Children, who may not have certain experiences at home, have also not been able to have them in school. When school trips and extra-curricular clubs restart, it is important that disadvantaged children are given the opportunity to take advantage of these experiences.	1, 2, 3
Monitor the engagement of disadvantaged children in extra curricular activities and ensure children are being encouraged to take advantage of opportunities within school.	The Education Endowment Foundation highlights the importance of giving disadvantaged children opportunities they may not get in the home and how this can also have a positive impact on academic achievement.	1, 2, 3
To continue to embed the Seed of Happiness program with children and staff across the school.	Evidence from the EEF shows that developing social and emotional learning strategies can have up to three months impact on progress. This overlaps with self-regulation strategies which again when developed and embedded in a school, can have up to five months impact on the progress of a child. Through our own pupil interviews and observations, we have recognised the need to develop the support we have in school around children's wellbeing – which in turn will help develop children's resilience when learning.	1, 2, 3

Total budgeted cost: £ 170,188

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of key stage 2, the gap between disadvantaged children and non-disadvantaged children in maths decreased, with 63% of disadvantaged children reaching the expected standard. This was also a significant increase on last year's percentage and is above the national average for disadvantaged children.

At the end of key stage 2, the outcomes of disadvantaged children in writing were also good with the gap between disadvantaged children and non-disadvantaged children closing. The percentage of children at the expected level increased from last year with 67% of children at the expected level or above and is also above the national figures.

This was achieved through targeted intervention and continued development on quality first teaching in the classroom.

At the end of KS1, the percentage of children at the expected level in writing increased from last year to 46% which is also above the national figure for disadvantaged children. Although writing is still the area that has the biggest gaps between disadvantaged children and their non-disadvantaged peers and will be a focus for the year.

As a school we will continue our well-being program of Teachappy and also look at developing tools to measure children's emotional progress.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Catch up Literacy	Catch up Literacy
Catch up maths	Catch up maths
Flash Academy	Flash Academy
Maths mastery program	Ark
Mastery of number	Jurassic maths hub
Catch up Literacy	Catch up Literacy
Pathways to write	The Literacy company

