

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Malmesbury Park Primary School
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Smith
Pupil premium lead	Mr Hall
Governor / Trustee lead	Mrs Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,365.
Recovery premium funding allocation this academic year	£17, 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£182, 365

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 in maths and 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 2 in maths.	An increase of children meeting age related expectations in maths at the end of key stage 2. 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. Targeted interventions are impacting positively on children's ability to access classrooms and their learning.

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: £76, 629

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.	1, 2
Introduce 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.	1, 2
Maths mastery continued to be used throughout the school.	Research analysed by the Education Endowment Foundation shows that the mastery approach to learning can have a huge impact on pupils progress (+5 months progress).	1, 2
Development of children fluency skills in KS2.	Through analysing end of key stage assessment papers, it has been identified that children need to develop fluency skills in maths to further improve attainment and progress across the key stage as this in an area children find most challenging.	1, 2

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

Budgeted cost: £93,112

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.	1, 2

	Analysis of past papers and assessment in the class is used to identify gaps in learning.	
Small group tuition with a focus on writing in year 2.	Again, evidence from the EEF shows that 1 to 1 tuition can have up to five months improvement in the progress of a child.	1, 2
Continued use of Flash Academy to support all targeted children with development of language and vocabulary, with a focus on children with English as an additional language.	Targeted intervention provided and supported by teaching assistants in school can have up to four months positive impact on progress. Through our own analysis of data, the importance of children developing their own vocabulary and language is crucial to them making good progress in school.	1, 2

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

Budgeted cost: £12,624

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
<p>Establish the role of designated mental health lead and associated programme of work.</p> <p>Review and refine the RSHE scheme of work making better use of resources to support learning.</p> <p>Evaluate the current approach to pastoral support to maximise resources available.</p>	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 well-being – which in turn will help develop children's resilience when learning.	1, 2, 3

Implement the Seeds of Happiness programme for staff and children.		
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Total budgeted cost: £182, 365

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.

In FS2, 63% of disadvantaged children were at the expected standard at the end of the year, reaching a good level of development. This was higher than the national average.

At the end of key stage 2, the gap between disadvantaged children and non-disadvantaged children in maths did not decrease however our internal assessments and data indicate the gaps in year groups 3, 4 and 5 have decreased, with the majority of children in line with or above their non-disadvantaged peers.

Disadvantaged children's attainment in reading at the end of key stage 1 was broadly in line with national figures. At the end of key stage 2 there is too large a gap between disadvantaged children and their non-disadvantaged peers. However, gaps between the groups in reading in years 3, 4 and 5 have decreased.

At the end of key stage 2, the outcomes of disadvantaged children in writing was in line with national figures with progress for the children above the national average. The number of disadvantaged children at the higher level in writing was also broadly in line with national figures.

Through our internal school assessment and monitoring, teachers have been able to track the progress of disadvantaged children and use this evidence to plan support for children across the school. As a result, the majority of targeted children across the year groups have been able to make better than expected progress as a result of their intervention group work.

Externally provided programmes

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

