



Pupil premium strategy statement 2022-23

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

Detail	Data
School name	Maulden Lower School
Number of pupils in school	134 main school (4-9)
Proportion (%) of pupil premium eligible pupils	13 % (17)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Jeremy Pestell
Pupil premium lead	Kathy Dwyer
Governor / Trustee lead	Jeremy Pestell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 18,005
Recovery premium funding allocation this academic year	£ 2,000
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	£ 20,005

Part A: Pupil premium strategy plan

Statement of intent

- Ensure the curriculum is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life
- Ensure the curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence
- Raise attainment of disadvantaged youngsters to provide an equitable approach to improved outcomes
- Provide rich experiences for disadvantaged pupils in a coherently planned way, in the curriculum and through extra-curricular activities
- Develop relationships with the families of pupil premium (PP) pupils and support them with their child's learning

Our pupil premium strategy plan will work towards achieving this by:-

- Take opportunities to find out cultural experiences of most vulnerable learners and incorporate into curriculum planning if possible
- Subject leaders will be able to lead their subject with conviction, expertise and enthusiasm. They can explain how their curriculum ensures those who need to make accelerated progress to catch up with peers do so
- At half-termly pupil progress meetings, PP learners are the main/initial focus of meetings
- Class teachers to understand that PP learners need to make accelerated progress to catch up with peers. Gaps identified and intervention addressed.
- Extra time spent on those who may not have adult modelling at home, to help them develop emotional literacy.
- Pro- active support prior to attendance becoming an issue for some PP learners.
- All pupils encouraged to take up extra-curricular activities particular disadvantaged pupils, aiming initially for proportional representation and working towards every disadvantaged pupil doing something 'extra'.
- Ensuring families of PP pupils engage with school and take up support that has been offered.

Challenges

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

Challenge number	Detail of challenge
1	Additional learning needs- 24% SEN
2	Poor emotional well-being lack of self- esteem and confidence
3	Engaging parents with educational support- maybe because of poor learning difficulties themselves –Technology Google Classroom
4	A family maybe experiencing behaviour issues with siblings at home/parents illness
5	The impact of financial constraints in the home due to rising energy and food costs
6	Poor Attendance- cost implication on travel out of catchment

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
Gaps in learning for pupil premium children have been identified and they make better than expected progress	Progress of pp pupils is at least good or better, compared to non- pupil premium peers in reading, writing and maths
Children use their phonic knowledge to read and develop their comprehension skills	Year 1 (June 2023) achieve, 76% phonic pass (National 76%) with a proportional representation of PP learners passing Year 2 resit – 66 % pass for PP pupils Other 33% to make good progress
Boost self- esteem and confidence in all pupil premium children by giving them the opportunity to take part in extra-curricular activity in school	All pupil premium pupils to take up these opportunities, aiming initially for proportional representation and working towards every disadvantaged pupil doing something 'extra'.
Improve the attendance of identified pupils	The pp child will be attending school regularly and records will show improved attendance
More families will be engaging with class teachers and being offered support	Teachers will engage with families regularly Teachers will support families with engaging with technology- Google Classroom and Weduc

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: £ Included in targeted support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Phonics</u> Baseline /gaps in learning Intervention identified promptly Prioritise pupil premium learners in pupil progress meetings, ensure that teachers understand the need for accelerated progress Whole class daily phonic sessions will run throughout the year Ensure all staff are consistent with RWI approach-CPD	RWI is a well-regarded and successful phonic scheme that has been proven to improve children's reading in many schools.	1,2,3,4,5
<u>Reading</u> Embed improvement for reading so more children are reading at an age appropriate level, prioritising initially the pupil premium learners	A focussed, consistent approach to the teaching of reading that will ensure every child is listened too by the teacher every week. Evidence has shown (2020-21) more children achieved ARE+ in reading	1,2,3,4,5

<p>Daily reading half hour. Every child to read to the class teacher at least once a week</p> <p>Miscue assessments to identify gaps in learning Intervention identified</p> <p>Weekly comprehension in Y2,3, and 4</p>		
<p><u>Writing</u> Improve writing stamina</p> <p>A broad and balanced curriculum that has cross- curricular writing opportunities to engage boys but also takes in to account the culture and interests of our pupil premium learners.</p> <p>Ensure the writing curriculum engages all boys particularly pupil premium boys first</p> <p>Identify gaps address with intervention</p> <p>Set a high expectation for writing in particular those who are working at GD and those PP learners who have potential to work at GD</p>	<p>As part of a broad and balanced curriculum staff take in to account the culture and interests of all their children.</p> <p>Topics are set to inspire and engage all children to write and in particular boys.</p>	1,2,3,4,5
<p><u>Maths Mastery</u> As part of the recovery curriculum identify gaps in learning</p> <p>Target PP learners for initial development work</p>	<p>EEF toolkit has shown that there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months progress</p>	1,2,3,4,5

<p>Identify gaps address with intervention</p> <p>Probing questions, directed at specific learners who need to catch up</p> <p>Marking and feedback are part of the lesson, teachers take an equitable approach to ensure those who are furthest behind receive feedback first (which helps pupils move on)</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 18,157

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA used across the school to support pupil premium and SEN pupils to close the gap in their understanding</p> <p>One to one or small group work support for targeted pupils</p> <p>Feedback from TA to class teacher allows for adjustments and setting of new targets</p>	<p>The EEF toolkit has shown strong evidence that small group support improves children's attainment. The toolkit estimates this at +4 months.</p>	<p>1,2,3,4,5</p>
<p>Once week 'Brilliant Booster' session</p> <p>Target PP learners for initial development work</p>	<p>The EEF toolkit has shown strong evidence that small group support improves children's attainment. The toolkit estimates this at +4 months.</p>	<p>1,2,3,4,5</p>

Number Handwriting Wellbeing Phonics Feedback from TA to class teacher allows for adjustments and setting of new targets		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA employed to release an experienced Nurture TA once a week to support identified children in different aspects of their mental well-being</p> <p>Profiles are completed for children who are recommended for support by their class teacher.</p> <p>Vulnerable and pupil premium pupils are prioritised.</p>	<p>The EEF toolkit has shown that improving the social and emotional well-being of children can lead to improvements in their academic progress – 4 months on average.</p> <p>A wide range of factors and approaches plus the individuality of children means that progress is likely to vary considerably, but the benefits are likely to be seen in areas other than academic achievement.</p>	2,4,5
<p>Extra-curricular clubs Children offered the chance for tuition in an instrument free of charge</p> <p>A proportion of pupil premium children will be given weekly tuition and access to an instrument with which to practise.</p>	<p>There are a host of perceived benefits to learning a musical instrument such as developing perseverance, improving concentration and memory and increasing self-esteem. The impact on academic achievement is low according to the EEF toolkit but the benefits can be more strongly felt in developing the whole child.</p>	2,4,5

Parents contacted to set and review targets for their child. Parent profiles completed to give parents more ownership over the support offered in school and targets set for home	With parents given more ownership and being involved in the setting of their own targets for home, they are more likely to engage fully with the plan.	3
Setting up a hardship fund to support families of pupil premium children to pay for school and residential trips.	The Year 4 residential trip is often their first experience of being away from home. This helps to develop their independence and self-confidence before moving onto Middle School. The range of challenges on the trip allow children to challenge themselves and learn how to overcome their fears.	3,6
Setting up a hardship fund to support families of newly registered pupil premium children to pay for school uniform	There is a general belief in many countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation	3 6
Setting up a hardship fund to support families of pupil premium children to pay for before and after school sports clubs	The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress). In this circumstance the 'participation' acted as an incentive to undertake additional instruction	3 6

Total budgeted cost: £ 22,157

Pupil premium strategy outcomes

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

Y1 Phonics: 50% pass rate for pp pupils in the summer (June 2022) phonic check. Those children who didn't pass either had complex learning needs or had missed learning due to high absence in a previous setting. These children are now having intervention in preparation for the Y2 resit

Y2 Phonic resit- 50% passed the resit phonic screening check and the other 50% were close to passing. With Intervention in the Autumn term 2022 the other 50% have passed.

Attendance: In the absence of national comparative data (2021-22) we have used school data

(June 2022) 50% of pp children had a 90% and above attendance rate. Pupils were regularly monitored and individual cases were discussed with the educational welfare officer. Where there are patterns on non-attendance, Early Help is offered to support families.

Individual Records of Success for each PP child show that 43% had SEN needs. All of these children, made small steps of progress in reading, writing and maths.

29% of pp pupils reached ARE expectation and above in Maths

36% of pp pupils reached ARE expectation and above in Reading

14% of pp pupils reached ARE expectation and above in Writing

Reading progress of pp children was above or in line with their non pp peers.

2021-22 Half Termly, all pupil premium families were provided with food vouchers.

Class teachers met with families of SEND/PP pupils at the end of each term to engage with parents and offer support to families.

SENDco and class teachers remained in regular contact with families using the Weduc Messaging service or by phone.

29% of pp pupils took the opportunity to have music tuition, including piano, drums and guitar

100% of pp families took the opportunity to take funding to support payment of the Year 4 school residential trip.

Externally provided programmes

Programme	Provider
	No external providers used