

Madley Primary School Pupil Premium Strategy Statement

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	206
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mr Lee Batstone
Pupil premium lead	Mrs Clare Lee
Governor / Trustee lead	Rev Simon Lockett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,340
Recovery premium funding allocation this academic year	£0.00
Pupil premium (and recovery premium*) funding carried forward from previous years	£0.00
Total budget for this academic year	£61,340

Part A: Pupil premium strategy plan

Statement of intent

At Madley Primary School we aim for our pupils to be 'The best they can be'. We have high expectations and ambitions for all of our pupils, irrespective of their background or the challenges they face. We use the Dimension Curriculum, which builds on prior learning, developing children's knowledge and skills. The intention is that all pupils make good progress and achieve high attainment across all subject areas.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal. High quality teaching is a priority at Madley alongside a range of learning experiences within the setting and beyond the classroom. Support for pupil needs is provided regardless of whether they are disadvantaged or not.

Our aim is to narrow the attainment gap between disadvantaged pupils and their peers; ensure all pupils achieve or exceed the expectations for attainment and progress and remove any barriers preventing this from happening; support pupils health and well-being; ensure all pupils including disadvantaged pupils participate in the wider curriculum. We use robust assessment ensure pupils needs are identified and interventions are in place at the earliest possible point.

Attendance is vital and a high level of attendance is expected, encouraged and supported for all pupils. The school's approach is that everyone takes responsibility for the outcomes of our disadvantaged pupils and that we provide them with rich experiences, high expectations and challenges.

Challenges

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

Challenge number	Detail of challenge
1	Circumstances in the home have an impact on the pupil's social and emotional wellbeing in school, which affect learning behaviours that support independent learning.
2	Some disadvantaged pupils achieve lower outcomes in relation to their peers and national expectations.
3	Some pupils enter school with poor language, vocabulary and speech skills.
4	Children have gaps and misconceptions and find it difficult to retain/ recall prior knowledge.

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
1. Pupils are supported to regulated to regulate their emotions and access their learning	ELSA's engage with pupils to support their emotional well-being and mental health. Educational Psychologist support children in school and families at home. Sustained high levels of well being evidenced by quantitative data from pupil voice (Myself As A Learner) To purchase a range of identified resources (as they are identified) to be used to support pupils academically, socially and or emotionally.
2. Pupil Premium children to make progress in line with their peers and achieve their end of year expectations.	Pupils achieve in line with peers and national expectations, or better. Children make consistent expected progress from year group to year group.
3. Raise attainment in phonics, speech and language	Earlier identification of need in Early Years. Phonics Screening in line or above national expectation. Embedding a language rich environment across the school.
4. Children access and make stronger link across the wider curriculum	Pupils know more, remember more and can do more across the curriculum evidenced by quantitative data from pupil voice.

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)

£23,766 Budget allocated from funding

£24,189 Total spent

Breakdown:

£7,500 CPD

£14,120 LSA support

£2,569 Resources and subscription

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA CPD - working with an Educational Psychologist to developing their role further in effectively supporting children	All children including PP will have access to Quality First teaching and additional support and feedback at the point of learning. Access to suitable resources to meet individual need https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emoional_Learning.pdf	1,2
Significant LSA support time provided in all lessons across the whole school, to facilitate the teacher to successfully support the needs of children across the whole curriculum.		1,2,3,4
Purchase resources to meet individual needs	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1,2,3,4

School Improvement Consultant worked with subject leaders to improve the curriculum	To evaluate the impact of curriculum on all children and specifically PP children. Evidence found in SIC reports.	2,4
Provide pupil subscription to enhance pupil's home learning and consolidation of key aspects of learning: • Spelling Shed • Time Tables Rock Stars (TTRS) • Seesaw • 40 Reads Scheme • 50 Chrome books for pupils home learning	EEF Toolkit: parental engagement toolkit EEF Digital technology: Clear evidence technology approaches are beneficial for practice and consolidation	1,2,3,4
Staff CPD Elklan training Forest School		1,2,3,4

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

£13,500 Budget allocated from funding

£14,998 Total cost

Breakdown:

£14,568 Targeted 1:1 support

£180 After school maths club

£250 ELSA Training

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support	Highest cost, lowest impact, targeted support to access the whole curriculum. Pupil progress data is recorded in Arbor.	1,2,3,4
After school maths club	12 weeks	1,2,4
ELSA training	https://www.elsanetwork.org/elsa-network/evaluation-reports/	1,2,3,4

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

£28,000 Budget allocated from funding

£29,551 Total cost

Breakdown:

£220 Music Tuition

£2,430 Subsidies for curriculum visits and experiences

£20,690 Music therapy, Butterflies, Art therapy, Educational Psychologist

£6,211 Small groups for Forest School and Gardening

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide therapies and workshops and to support pupils social, emotional and mental health needs. • Butterflies, • Art therapy • Music therapy • Educational Psychologist	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers)	1,2
Forest School Leaders take small groups	https://www.cambridgeforestschoools.co.uk/schools/forest-school-and-outdoor-learning-research/	1
Sports Coach targeted	https://www.unicef.org/innocenti/reports/	1
Provide a rich range of reading texts in all classrooms, including the Legacy Lounge, linked to the curriculum	https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure	1,2,3,4
1:1 music tuition to enable PP children to perform and learning instruments • Guitar • Drums • Ukelele	https://researchoutreach.org/articles/optimising-well-being-development-music/	1,4

£61,340	Total PP funding received
£68,738	Total spend on PP
<u>£7,398</u>	Overspend to the school budget

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of year assessments indicate that:

At the end of EYFS, 71.4% of children, who are in receipt of Pupil premium Funding, achieved their Early Learning Goals.

In Year 1, 60% of children, who are in receipt of Pupil premium Funding, achieved their Phonics.

The following data is for the end of KS1 children, who are in receipt of Pupil Premium Funding. 40% (5 pupils in total) achieved the expected standard in reading writing and maths. 60% achieved the expected standard in reading. 40% achieved the expected standard in writing. 80% achieved the expected standard in maths.

The following data is for the end of KS2 children, who are in receipt of Pupil Premium Funding. 20% of our children (5 pupils in total) achieved the expected standard in reading writing and maths. 60% achieved the expected standard in reading and writing, with 20% achieving higher than the expected standard in reading. 20% achieved the expected standard in maths.

Provision has been put in place to motivate pupils and support in the development of their well-being and social skills to support in their engagement in lessons. We continued Art and Music Therapy, which is a long-term intervention. The interventions carried out by our ELSA are another positive to developing the well-being of pupils, who are in receipt of Pupil premium Funding. Social skills and opportunities to experience activities at break times have been developed with the addition of a tag-zone and archery. This has also included music opportunities with challenges for learning the piano.

Externally provided programmes

Programme	Provider
RWI phonics/intervention	Ruth Miskin
Mastery Maths	White Rose
The Spelling Shed	The Spelling Shed
Phonics Play	Phonics Play
Forest School Practitioner	Forest School
ELSA	Herefordshire LA
NfER Assessments	NfER
CPD	SENDTac Strictly RE The Key (Safeguarding)
Art therapy	Liz Lockett
Attachment Disorder	Herefordshire Virtual School
Values Based Education	VbE