

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Maidensbridge Primary
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	8.4%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	20.9.22
Date on which it will be reviewed	01.9.23
Statement authorised by	Mrs K Thomas, Headteacher
Pupil premium lead	Mrs G Morgan, Deputy Headteacher
Governor / Trustee lead	Mr M Jones, lead for pupil premium pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,670
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£30, 670
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils in our school, irrespective of circumstance and background will achieve well and make good or better progress in all areas of the curriculum in each year of learning at Maidensbridge.

The focus of our Pupil Premium Strategy is to ensure that our most vulnerable pupils have equal access to resources to enable them to achieve well and make good progress, as well as always accessing high quality wave one teaching. This includes ensuring that these children attend school regularly.

Research from the EEF has proven that the best way to close the attainment gap for pupil premium children is high-quality wave one teaching as well as effective and frequent feedback.

We will carefully identify the challenges and barriers to learning of our pupil premium children and make sure that our strategy reduces these barriers.

To ensure our strategy is successful we will:

- involve the views of our pupils and their parents or carers
- provide CPD for staff and ensure lessons have high expectations and challenge for all
- regularly review the impact of our strategy and make adaptations if necessary

Challenges

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

Challenge number	Detail of challenge
1	Overall attendance for pupil premium children for the year 21-22 was 91.87% below the school overall attendance of 95%. Attendance monitoring has also shown that pupil premium pupil's as a group have a high rate of persistent absence. 30% of our pupil premium pupils were persistently absent in 21-22. This was largely due to pupils attending school after the register had closed. This persistent absence is 22% higher than the overall school cohort and 27% above national.
2	Assessments and observations of our youngest children in Reception on entry to school show that there are undeveloped oral language skills and vocabulary gaps, underdeveloped physical skills including children's core

	strength which affects their readiness to write and a variety of social and emotional needs.
3	Though most pupil premium pupils made the expected progress in the year 21-22. Some individual pupils did not make the expected progress in specific areas. A further barrier to this is that 7 (41%) of our pupil premium children are also SEND.
4	Phonics assessments show that some of our pupil premium children continue to need support in decoding and reaching a good functionality of reading for their age in KS2.
5	Our observations and discussions with families have indicated that some of our pupil premium children are suffering with greater social and emotional issues following the pandemic.
6	After discussions with our pupil premium children, they are keen to join in the extended life of the school and improve their mental health and wellbeing through accessing clubs and activities with their peers.

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
Our Pupil Premium children will have an attendance of 96% or above and will not be persistent absentees.	Attendance monitoring will show the pupil premium attendance at 96% and persistent absenteeism will have reduced to below the national rate.
Our reception children will be 'year one ready' by the end of the year.	Pupil premium children will achieve a 'good level of development' on the new EYFS framework shown through analysis of EYFS data.
Our Pupil Premium children will make good or better progress from their last statutory starting point.	School data will show the pupil premium children in the correct part of the learning matrix to show that they have made good or better progress in reading, writing and maths. This will be triangulated with books and pupil voice.
Our Pupil Premium children will make good or better progress from their last statutory starting point in phonics.	School data will show the pupil premium children in the correct part of the learning matrix to show that they have made good or better progress in reading.
Our Pupil Premium children's emotional health and wellbeing will be supported in class using nurture strategies identified in our relationships policy and through targeted nurture sessions if appropriate.	Pupil voice will highlight that Pupil Premium children feel emotionally supported in school. For those children who attend nurture sessions the

<p>Parents will attend workshops to help support their children</p>	<p>BOXALL profile will show improved SEMH needs. Parent voice will show that parents feel resourced to support their children at home.</p>
<p>Our Pupil Premium children will feel fully included in life at Maidensbridge and will access a range of opportunities through varied experiences and extra-curricular activities.</p>	<p>Pupil voice will highlight that pupil premium children have enjoyed their extra-curricular experiences and that they feel part of the school community. Analysis of attendance at extended school activities, will show that all pupil premium pupils attend at least one club and an increased participation overall.</p>
<p>Our Pupil Premium children will have access to relevant tutoring or other appropriate accelerated learning strategies.</p>	<p>End year data for 2022-2023 will show that pupils have closed the attainment gap with non-pupil premium pupils. Data will show that pupil premium children have made good or better progress from their starting points.</p>

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Century Learning CENTURY Online Learning English, Maths and Science	Research shows that children's long-term learning is built through a progression of knowledge and skills and many opportunities to bounce back and remember previous learning. CenturyTech is a computer programme that allows children to work through their own learning pathway at age-appropriate expectations for reading, writing and maths. The artificial intelligence will bounce back previous learning as well as adjust questions to get easier or harder. This also supports remote learning if necessary.	3
Quality wave one teaching	Research from the EEF shows that quality wave one teaching is the most effective tool to accelerate progress for pupil premium children. An investment in highly trained ECTs with the most recent training in pedagogy and allowing the Deputy to close gaps when they arise for pupil premium children through quality feedback in lessons. Feedback EEF (educationendowmentfoundation.org.uk)	3
Nurture Training for all staff and implementation of Nurture room and nurture principles.	Social and emotional learning EEF (educationendowmentfoundation.org.uk) School is part of the Dudley Resilience and Nurture project, supported by Educational Psychologists. This provision will support children building their resilience and self-regulation.	5
Phonics Development Days to analyse data and effectiveness of	Phonics EEF (educationendowmentfoundation.org.uk)	4

tutoring and daily phonics sessions.	<p>Read Write Inc has been approved by the DFE as an effective resource for the teaching of phonics</p> <p>Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</p> <p>After completion of our TLIF support, we continue to fund consultant and development days to ensure the integrity of the programme and to ensure our staff continue to learn best practice for phonics, resulting in children achieving.</p> <p>In addition to this, all staff will receive a whole day of phonics training delivered by RWI to support their teaching of phonics in all year groups.</p>	
Accelerated Reader	<p>Reading is the basis of all learning. Children who cannot read well by the end of secondary school will struggle through secondary and achieve less well at GCSE level.</p> <p>Accelerated reader provides wider reading, challenge, accuracy checking and extensive reports for staff to be able to assess the children's reading ability and progress.</p>	3
The 'Maidensbridge Write Stuff.'	<p>Writing remains a priority for our school this year. Our English leader will use her expertise to train staff to plan and deliver the 'Maidensbridge Write Stuff.' Planning will be monitored and staff CPD will be targeted to support the teaching of writing.</p> <p>The appointment of an academic mentor will further support the teaching of writing.</p>	3
Believe to Achieve	<p>Believe to Achieve is a creative community charity working with children and young people. They provide school-based workshops and programmes. Pupil premium children will have opportunities to access counselling services in school to support their mental health.</p> <p>https://www.b2a.org.uk/</p>	5

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

Budgeted cost: £4170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space Learning- 1:1 online Maths Tuition	<p>Third Space are a registered company that are support the National Tutoring strategy and are offering reduced cost sessions to develop maths skills and learning.</p> <p>Children who accessed this maths tuition last year achieved expected standard on KS2 SATs paper.</p> <p>National tutoring programme (NTP) - GOV.UK (www.gov.uk)</p> <p>The opportunity to be part of this programme will be offered and funded.</p>	3
RML Phonics 1:1 tutoring during breakfast sessions and throughout the day.	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</p> <p>Children will be identified from the Ruth Miskin assessments and will have access to 1:1 tutoring throughout the school day as well as at breakfast sessions before school with parents' support.</p> <p>The appointment of an academic mentor who will deliver 1:1 tuition will further support children in Key Stage 2.</p>	3
Century Tech	<p>CENTURY Online Learning English, Maths and Science</p> <p>Children will be set nuggets to complete at home based on gaps in their learning from assessments and teacher assessment. Information collected will tell the teacher if this element of learning has been secured before moving on. This can also be used for pre-teaching to assess gaps before a unit is being taught to ensure the wave one teaching is effective.</p>	5
Interventions for Reception children	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Reception staff will use baseline information and NELI assessments to identify children who would benefit from the NELI and Get Talking programme.</p>	2

	<p>This will then be delivered through Key Group time.</p> <p><u>Physical Development Support</u></p> <p>Reception staff will use baseline information to identify children who would benefit from the Get Moving and programme. Squiggle Whilst you Wiggle will also be used to support physical development.</p> <p>In addition to this, big construction equipment will also be purchased to facilitate imaginative and physical play.</p>	
--	---	--

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring weekly by Deputy Head Teacher. Certificates and rewards for improved attendance.	<p>Research shows that consistent good attendance at school will ensure gaps in learning do not widen. Deputy Headteacher will analyse attendance regularly and send letters to be open and honest with parents about the importance of attendance. Parents will also be invited into school to attend informal meetings to discuss barriers and support.</p> <p>Rewards and certificates are given out termly for 100% attendance.</p>	1
Funded after school clubs to support completion of homework and engagement in a variety of activities eg Maths and Science clubs.	After school clubs such as Maths tuition and Science club will be funded for our pupil premium children to encourage engagement with the community and extending learning and activity after school.	6
Funded music lessons.	Music tuition offered by DPA will be funded for our pupil premium	6

	children to encourage wider experience of the arts.	
Funded residential	Funding to help support the cost of school residential for our pupil premium children to encourage engagement and extending learning and activity beyond school.	6
Exposure to career opportunities	Career focus days and workshops will take place in school to demonstrate the links between the school curriculum and future careers. Pupil premium children will be encouraged to have high aspirations for the future.	6

Total budgeted cost: £30, 670

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 2020 to 2021 academic year.

Overall attendance for PP children is now 91.87%. The target from last year's strategy were not achieved. However, 60% of the children had attendance of over 96% and 70% over 95%. The remaining 6 pupils (30%) are classed as persistent absentees and therefore brings the overall percentage down.

All pupil premium pupils achieved expected in all prime areas including communication and language and would therefore be deemed 'year one ready.'

Internal assessments for 2021/22 showed that:

In reading 4 out of 6 cohorts achieved good or better progress. The two classes that did not achieve a good level of progress missed the target by 0.29. Though expected progress has been made to close the gap these children need to make accelerated progress next year.

In writing two classes achieved a good progress. However, this is not just a pupil premium issue. This academic year, the covid recovery focus has primarily been on reading and maths. Next academic year writing will be a whole school focus.

In Maths 4 out of 6 classes achieved good or better progress. The two classes that did not achieve a good level of progress missed the target by a small amount. Again, though expected progress has been made to close the gap these children need to make accelerated progress next year.

For children who have attended, they have enjoyed their extra-curricular experiences and feel part of the school community.

55% (11 pupils) have attended after an after-school club.

30% (6 pupils) have attended 2 or more after school clubs.

Two out of three of the pupils who had 1:1 phonics tutoring and individual phonics pathways passed the year 1 phonics screening check.

80% (13/15) accessed Third Space Learning.

35% (7/20) have attended regular Nurture sessions.

During the last academic year, pupil premium children were also offered discounted residential, technology to support their learning at home and support to provide P.E. uniform.

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

Programme	Provider

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

We have formulated our pupil premium strategy through conversations with children, analysis of previous data and trends as well as considering the lasting impact of the pandemic. We have also read and reflected on the research and guidance from the EEF toolkit and used programmes with proven success such as Read Write Inc and Century to ensure progress for our children.

We have planned for this strategy to be for this academic year due to the ever-changing situation of education for children and the changing context of our school. We have a small amount of pupil premium children, and we want to ensure that the spending is as personalised as possible and addresses the needs of the current children in school. Therefore, we will review this annually as new children join us and needs change for our pupil premium children. For example, our attendance data is a current trend for pupil premium based on 6 children. This may not be reflective of the pupil premium group in 12 months' time.