

Pupil Premium Strategy Statement

School overview

Detail	Data
School name	Maundene Primary School
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Joanne Capes
Pupil premium lead	Lucy Jackson
Governor / Trustee lead	Amanda Boyne

Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£94,560
NTP allocation this academic year	£5,670
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	£100,230

Part A: Pupil premium strategy plan

Statement of intent:

The number of disadvantaged children has increased due to family challenges and loss of jobs. The % of disadvantaged children has increased from 12% in 2020 to currently 25%.

For disadvantaged pupils at Maundene Primary, we aim to make decisions about using Pupil Premium funding based on the context of our school and the subsequent challenges faced.

The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils to receive appropriate family support led by the HSSW
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

We aim to achieve these objectives through, but not exhaustive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is excellent.
- To allocate ‘Tutoring’ appropriately to ensure interventions focus on accelerating progress and closing any gaps with regular reviews to ensure the strategy is successful.
- 1:1 or group work with the Home School Support Worker (HSSW) for specific children - resilience, mental wellbeing, relationships
- Parental support where needed to support the emotional well being of children through HSSW
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations

- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Targeted parental workshops to raised confidence in supporting their child at home with learning and raising aspirations

Challenges:

Challenge number	Detail of challenge
1	Mental wellbeing which leads to low self-esteem, confidence and a lack of self-belief and resilience
2	Oral language skills are lower for pupils who are in receipt for pupil premium
3	Some parents lack understanding of how to support their child in their education and children often have limited aspirations for their futures.
4	Limited experiences outside of schools of visiting places of interest in order to stimulate discussion and imagination
5	Secure confidence of PP children in their learning through the use of targeted interventions to reduce gaps.

Intended outcomes:

Intended outcome	Success criteria
By the end of Y6, PP children are confident and resilient learners	Additional barriers for PP and SEND pupils are reduced and pupils make good progress from their starting points. Progress is in line or above with other pupils in the cohort. % of Year 6 PP children achieving GD increases so that exceeds national.
Improve oral, language and reading skills for PP children.	By 2023 PP achievement in EYFS GLD will match or exceed national and the gap between PP and others will be reduced. At the end of each key stage, there will be no identified significant gaps in reading between PP and their peers. By 2023, the number of PP children that pass the Phonic Screening in year 1 matches or exceeds national. By 2023, the number of PP children that pass the Phonic Screening in year 2 matches or exceeds national.
Gap between PP children and non PP	By 2023, the gap in % of pupil premium and non pupil premium will close.

children continues to close	The attendance of pupil premium children increases so the gap closes between PP and Non-PP. % of PP children achieving GD increases across the year groups.
Parents can support children with their home learning and aspirations for their future is high.	Increased attendance at workshops of parents with PP children. % of PP children completing home learning increased. Parents feel better equipped to support their children at home Parents and children recognise the importance of education and do not inadvertently put a restriction on their child's aspirations
PP children's rich experiences of visiting different places of cultural sporting and creative places are expanded through the curriculum, enabling them to develop their personal interests and enhance their learning	School clubs are well attended by PP children. No PP is hindered from engaging in wider curricular activities due to funding Children can evidence their wider experiences through their writing and contributions to discussions

Activity in this academic year

Teaching

Budgeted cost: £52,707

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Continuing Professional Development to secure quality 1st teaching across the school. Rigorous monitoring ensures the staff have the skills and knowledge	Research shows that high-quality CPD for teachers has a significant effect on pupils' learning outcomes (Education Policy institute, Evidence review: The effects of high-quality professional development on teachers and students, 2020) Metacognition and self-regulation approaches have consistently high levels of impact (EEF, Teaching and learning toolkit, 2018)	1, 2

<p>required to meet the needs of their pupils.</p>		
<p>SENCO to support early intervention of identified needs and modelling strategies and providing tailored CPD for staff and guidance for parents.</p>	<p>Early interventions have a positive impact on low-income families and is effective in narrowing the attainment gap between disadvantaged children and their peers. (EEF, Teaching and learning toolkit, 2018)</p>	<p>2, 3</p>
<p>SENCO to support teachers in planning personalised learning journeys for all SEND pupils and those eligible for PP funding are reviewed by the SENCO and regularly reviewed with parents. Parents are supported to understand the needs of their child through regular workshops.</p>	<p>Although a focus on effective classroom teaching is the starting point, some pupils will require specialist support—including specific teaching methods, equipment, or curriculum—delivered by a trained professional either directly or in a consultancy role. (EEF, Special Educational Needs in Mainstream Schools, 2020)</p>	<p>1, 2</p>
<p>Ensure the EYFS team are consistently promoting language development and any speech and language needs are being identified</p>	<p>Oral language is key to a child’s development. (Early Language Development, 2017)</p> <p>There is increasing evidence that these early skills do make a difference to later performance, and children whose skills develop more slowly than those of their peers may indeed have difficulties with a number of different aspects of their development. (Early Language Development, 2017)</p>	<p>2</p>

PE Leader to Lead on cross- curricular Orienteering Programme, providing children with opportunities to experience outdoor learning.	Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. (EEF, Outdoor learning 2021)	4
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Targeted academic support

Budgeted cost: £32,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor to work with vulnerable groups, in particular pupil premium – use of recovery Pupil Funding	Research shows that intensive individual or small group tuition is effective for accelerating progress for lower/greater depth attaining groups (EEF, teaching and learning toolkit, 2018)	5
Counsellor - Targeted support and intervention for key children	The EEF’s guidance report Improving Social and Emotional Learning in Primary Schools, suggests that disadvantaged children have weaker SEL skills and therefore poorer mental health and academic outcomes. (EEF, Practical strategies for embedding high-quality social and emotional learning skills, 2020)	1, 3
Small group intervention	Evidence shows that small group tuition is effective. This arrangement enables the tutor to focus exclusively on a small number and is often provided to support lower attaining learners (EEF, teaching and learning toolkit, 2018)	1, 2, 5

Wider strategies

Budgeted cost: £ 15,073

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Home School Support Worker, alongside Senior Leaders, target PP children who are regular absentees and those who are at risk of becoming regular absentees.</p>	<p>Current data from the school shows that 5% of PP children compared to 2.9% of non PP children are persistent absentees. Previous strategies have shown that engagement of senior leaders at an early stage with parents has significantly improved attendance.</p>	<p>3</p>
<p>Targeted parent workshops with a focus on how to support children's academic and emotional development. Ensure PP parents are attending regularly.</p>	<p>Parental engagement sessions where the focus is on supporting children with their wellbeing have had a strong turn out. Moderate improvements can then be seen in the progress they make. (EEF, Teaching and Learning toolkit, 2018)</p>	<p>1, 3</p>
<p>Enrichment and extracurricular activities, including forest school improves mental and physical health</p>	<p>Outdoor learning experiences consistently show positive benefits on academic learning and the impact on more vulnerable pupils is even higher (EEF, Teaching and Learning Toolkit, 2018)</p>	<p>1, 2, 4</p>

Total budgeted cost: £100,230

Part B: Review of outcomes in 2021

Pupil premium strategy outcomes:

Over the year, the number of disadvantaged children increased due to family challenges and loss of jobs. The % of disadvantaged children has increased from 12% to currently 20%. Our three year Pupil Premium Strategy commenced in 2020, therefore our first year review is detailed below. Due to COVID-19, performance measures have not been published for 2020-2021, therefore data from standardised teacher administered tests and assessments have been included.

Quality of teaching for all

Desired Outcome - Pupils are confident and resilient to tackle new learning
Impact

Disadvantaged children were targeted throughout the year during lessons and interventions with Teacher Assistant (TA) and Home School Support Worker (HSSW) to close the gap between disadvantaged and non-disadvantaged.

Year 2 had 10 disadvantaged children. 60% achieved expected+ in reading and 80% of non-disadvantaged children achieved expected+ in reading. For writing, 50% of disadvantaged children achieved expected+ and 81% of non-disadvantaged children achieved expected+. For maths, 70% of disadvantaged children achieved expected+ and 77% of non-disadvantaged children achieved expected+.

Year 6 had 9 disadvantaged children. 67% achieved expected+ in reading and 90% of non-disadvantaged children achieved expected+. For writing, 67% of disadvantaged children achieved expected+ and 82% of non-disadvantaged children achieved expected+. For maths, 44% of disadvantaged children achieved expected+ and 84% of non-disadvantaged children achieved expected+.

Lessons learned

Creative ways to deploy adults will enable gaps in learning to be filled quicker - focus on subject specific TAs rather than linked to each class.

Use of recovery premium funding to focus on reading and phonics in KS1 and those in KS2 for those who need support with phonics and fluency.

Use of retired teacher volunteer to target reading/phonics.

Desired Outcome - Improve oral, language and reading skills for PP

Impact

Bug Club supported reading at home during lockdown which has resulted in improved language and reading skills.

Speech and language sessions continued virtually as much as possible during lockdown and resumed once schools were open, enabling children to improve their speech and language

Targeted phonics sessions took place in Year 2 virtually during lockdown with a HLTA/Teacher which resulted in good phonic outcomes at the end of Y2 and Y1 - although some work to do in Y1

Purchase of new books chosen by children for each class enabled all children to have access to high-quality texts. As a result of this, their vocabulary and comprehension skills improved.

Sentence stems used across the school enabled children to correctly construct sentences.

Lessons learned

Continue to use Bug Club to support reading at home

Use of new library to continue to raise the profile of reading

Use of weekly outdoor learning sessions with released TA to enhance oral skills through independence and communication - Forest school leader released across the whole school

Desired Outcome - Gaps in learning/knowledge close and PP children are more in line with non PP

Impact

Disadvantaged children were targeted throughout the year during lessons and interventions with TA and Home School Support Worker which resulted in data for PP children being more in line with non PP.

Catch up funding used to target disadvantaged children across the school which allowed gaps to be filled from the periods of lockdown.

Those disadvantaged children who were in school during lockdown were targeted for interventions and those at home also had extra contact with teachers and HSSW – this resulted in most disadvantaged children continuing their education despite lockdown. 92% of the school engaged in their home learning during lockdown, 82% of children had their own device to work on and 100% of children were provided with a device to work on. 50 disadvantaged families were provided with a laptop or chromework in order to access home learning.

Online parent workshops took place instead of in person which resulted in parents being able to support their children with their learning at home.

Lessons Learned

Use of recovery premium funding to support gaps in learning through skilled adults.
Use of retired teacher to help target key groups of children across the school
Parent workshops to now take place in school alongside their child this will increase pupil engagement and aspirations

Desired Outcome - Aspirations of pupils are raised and they aspire to follow professional careers. Engagement of parents increases and parents are more confident to support learning at home

Impact

Focus on character skills throughout the year has enabled children to develop own self confidence and resilience.

Online workshops were completed for parents throughout the year to help them to support children's learning.

Lessons Learned

In person careers fair this year to raise aspirations

Learning with your child workshops in person to raise confidence with parents

Train parent volunteers to support the teaching of reading/phonics across the school

Desired Outcome - Children take part in frequent enrichment activities including the use of our outdoor area and attend visits that broaden their experiences

Impact

Children were able to be independent in their choices and exposed to different vocabulary which developed their confidence.

Humanities curriculum enabled the children to link to local surroundings and make connections with their learning and personal experiences

Lessons Learned

Forest school leader released to lead on outdoor learning across the school

Outdoor learning areas to be enhanced

Trips mapped out for the year to enhance and broaden their experiences.

Desired Outcome - For families who require support and advice - use of Home School Support Worker to come into school and receive the necessary support

Impact

Attendance finished on 97% for the year.

50 disadvantaged children were provided with devices to support home learning during lockdown.

HSSW gave support, doorstep visits, support with learning and any family issues that arose.

Counsellor supported specific families which gave them confidence to support the wellbeing of their child

Lessons Learned

HSSW to continue to target specific families in order to support them in any challenges that arise. For example, Early Help, counselling or external services.

Trainee counsellor to continue with targeted families.

Part B: Review of outcomes in 2022

Pupil premium strategy outcomes:

Quality of Teaching for all

- Early identification of communication and language needs within the EYFS was established and timely interventions put in place. As a result, children's needs were met at their starting points and strategies in place to support progression. 50% of children who Speech and Language needs achieved GLD.
- CPD has been used to enhance the quality of Teaching and Learning through engagement with retention and recall strategies, resulting in good or better teaching across the school.
- Staff have received support from the SENCo in order to deliver Quality First Teaching which is evident in monitoring and learning in books. Staff are confident to plan learning journeys for pupils with SEN in order to meet their needs, particularly in maths and English lessons.
- Application of metacognitive strategies result in children being more deeply engaged in learning and demonstrating improved self-regulation in class.
- The Little Wandle programme has been embedded across the school and has led to 78% of our PP children achieving their Phonic Screening in Year 1 and 69% in Year 2.
- Tutor-led funding was used to target disadvantaged children across the school, particularly in Year 1, 2, 5 and 6.

- A tool for provision mapping and intervention tracking was disseminated across the school in order for teachers to understand the support that the children in their class needed.
- Speech and language sessions took place which enabled children to improve their speech and language. An independent SaLT conducted by-weekly reviews on children with Speech and Language needs. These reports and resources were provided to parents and adults working in school in order for the children to have the support.
- Purchase of new books chosen by children for each class enabled all children to have access to high-quality texts. As a result of this, their vocabulary and comprehension skills improved.
- Sentence stems used across the school enable children to correctly construct sentences.
- The Inspire SEND assessment and associated tools have ensured that teachers across the school are now able to recall the small steps of progress the children are making and teachers are able to accurately plan from pupil's starting points.
- Use of the new library has continued to raise the profile of reading and encourage children to foster a love of reading.

Targeted Support

- Tutor-led funding was used to target disadvantaged children across the school, particularly in Year 1, 2, 5 and 6.
- Assessments during 2021-2022 suggest that the performance of disadvantaged pupils continued to be lower than non-disadvantaged pupils. The outcomes we aimed to achieve in our previous strategy were not fully met. Details of Year 2 and 6 outcomes at EXP+ are identified below:
- Year 2 had 13 disadvantaged children. 46% achieved expected+ in reading and 89% of non-disadvantaged children achieved expected+ in reading. For writing, 46% of disadvantaged children achieved expected+ and 87% of non-disadvantaged children achieved expected+. For maths, 46% of disadvantaged children achieved expected+ and 89% of non-disadvantaged children achieved expected+.
- Year 6 had 20 disadvantaged children. 70% achieved expected+ in reading and 71% of non-disadvantaged children achieved expected+. For writing, 65% of disadvantaged children achieved expected+ and 92% of non-disadvantaged children achieved expected+. For maths, 60% of disadvantaged children achieved expected+ and 82% of non-disadvantaged children achieved expected+.
- Our reflections identify that the continued impact of Covid-19 which affected staff and pupil absence and the associated disruption to pupil learning journeys is still having an impact.

- The school's Home School Support Worker, has well established relationships with the community, which enabled the school to identify families where support can be offered and their openness to share if support is needed, this is particularly true for those harder to reach families.
- Regular meetings with the Attendance Officer has helped ensure clear monitoring and communications are in place. As a result of this, 5.9% of pupil absence across the whole school has been identified.

Wider Strategies

- The wide variety of clubs has ensured increased enrichment opportunities for all, with positive uptake from children receiving PP funding. Personal Development was an aspect that Ofsted highlighted to be 'outstanding'.
- Planning a range of specialist visitors, trips and a Careers Fayre has allowed children to make deeper connections with their learning and ensured developing cultural capital and aspirations for all.
- Forest school leader was released to lead on outdoor learning across the school. Outdoor learning areas were also enhanced further with an outdoor classroom, a pond, a cross-curricular orienteering scheme introduced and a shed to encourage 'book swapping' to promote the love for reading.
- Engaging with external specialist agencies has ensured a bespoke programme of parent-learning sessions

Part B: Review of outcomes in 2023

Pupil premium strategy outcomes:

Quality of Teaching for all

- Wellbeing is a Trust Priority and we have a Wellbeing Champion who liaises with staff and other members of the Partnership, sharing expertise and ideas.
- Data reports identify the gap between PP children and non-PP children with leaders identifying which key individuals need to be targeted to close the gap.
- PP children are encouraged to develop their leadership skills through taking on roles such as prefects, JLT, Meeters and Greeters.
- Inset training which was led by Rachel MacFarlane focused on how we can bridge the advantage gap and deliver positive outcomes for all pupils.
- Early identification of PP children, their needs and gaps in their learning to ensure that these children are a focus and we are 'closing the gap'.

- In EYFS, staff identified specific children with communication and language needs. As a result of this, 89% of children achieved ARE (age related expectations) in communication and language.
- CPD has been used to enhance the quality of Teaching and Learning, resulting in good or better teaching across the school.
- Our reading lead has monitored reading ages and fluency of reading across the school, particularly focusing on pupil premium children.
- A parental engagement timeline was shared with parents which detailed 'Learning with your child workshops', 'Reading with your child afternoons', 'Learning Exhibitions' and 'Assemblies'. As a result of this, parents were positive about the opportunities to engage in the learning that is taking place in school.
- We have achieved the Learning Outside the Classroom Mark which evidences the opportunities that our children are provided with to learn throughout the whole school environment.
- We achieved a Bronze Award in Attachment and Trauma.
- Trip Overview has been created to ensure teachers are planning high-quality trips for all children across the school. Parents were informed in a timely manner to ensure they had enough time to pay for trips.
- Little Wandle is embedded in EYFS and KS1. As a result of this, 77% of children in Year 1 passed their Phonic Screening Check with 56% of disadvantaged pupils passing their Phonic Screening Check. 95% of children in Year 2 achieved their Phonic Screening Check and 91% of disadvantaged children passing their Phonic Screening Check. In EYFS, 84% of children met ARE in comprehension and word reading with 83% of disadvantaged children meeting ARE in comprehension and word reading.
- Speech and language sessions continued to take place which enabled children to improve their speech, language and communication. An independent SaLT conducted by-weekly reviews on children with Speech and Language needs. These reports and resources were provided to parents and adults working in school in order for the children to have the support.
- Sentence stems used across the school enable children to correctly construct sentences.
- Use of the new library has continued to raise the profile of reading and encourage children to foster a love of reading.

Targeted Support

- Tutor-led funding was used to target disadvantaged children across the school, particularly in Year 1, 2, 5 and 6.
- Assessments during 2022-2023 suggest that the performance of disadvantaged pupils continue to be lower than non-disadvantaged pupils. The outcomes we aimed to achieve in the previous year were not fully met, therefore we aim to continue focusing on these targets.

Details of Year 2 and 6 outcomes at EXP+ are identified below:

- Year 2 had 11 disadvantaged children. 55% achieved expected+ in reading and 78% of non-disadvantaged children achieved expected+ in reading. For writing, 36% of disadvantaged children achieved expected+ and 78% of non-disadvantaged children achieved expected+. For maths, 45% of disadvantaged children achieved expected+ and 78% of non-disadvantaged achieved expected+.
- Year 6 had 17 disadvantaged children. 41% achieved expected+ in reading and 75% of non-disadvantaged children achieved expected+. For writing, 53% of disadvantaged children achieved expected+ and 88% of non-disadvantaged children achieved expected+. For maths, 59% of disadvantaged children achieved expected+ and 85% of non-disadvantaged children achieved expected+.
- Our (HSSW) Home School Support Worker, has strong relationships with the community, which has enabled the school to identify families where support can be offered and their openness to share if support is needed, this is particularly true for those harder to reach families. Triple P parenting support training was attended well by parents to support with behaviour at home. As a result of this, parents are forthcoming about approaching the school for support with their children at home.
- Regular meetings with the Attendance Officer has helped ensure clear monitoring and communications are in place. As a result of this, 5.4% of pupil absence across the whole school has been identified. This is lower than the previous year which is a result of our rigorous systems in place.

Wider Strategies

- The wide variety of clubs has ensured increased enrichment opportunities for all, with positive uptake from children receiving PP funding. Personal Development was an aspect that Ofsted highlighted to be ‘outstanding’.
- Planning a range of specialist visitors, trips and a Careers Fayre has allowed children to make deeper connections with their learning and ensured developing cultural capital and aspirations for all.

Externally provided programmes:

Programme	Provider
Speech and Language Therapist attends every other week to support children with their speech, language and communication. TAs attend the sessions so that support can be provided in class and through additional interventions. Reports are written with key targets for children to work on and reports are shared with class teacher and parent. (These will be continued)	Andrew Green - Freelance

Counsellor attends once a week to provide support to children to help them work through challenges or difficult life situations. This provides children with the opportunity to reflect and process feelings and thoughts at their own pace. (These will be continued)	Freelance
Trainee Counsellor attends once a week to provide support to parents to help them work through challenges or difficult life situations. This provides parents with the opportunity to reflect and process feelings and thoughts at their own pace. It also promotes greater self-esteem and assertiveness and decreases anxiety and depression. (These will be continued)	Ocean Counselling
Occupational Therapist sessions are provided to children to enhance their development, improved cognitive and communication skills and minimise developmental delay. (These will be continued)	Medway
Tutor has been employed to provide children with intensive individual or small group. Tuition is effective for accelerating progress for lower/greater depth attaining groups	Freelance - Tutor

Service pupil premium funding (optional):

Measure	Details
How did you spend your service pupil premium allocation last academic year?	None
What was the impact of that spending on service pupil premium eligible pupils?	None

Further information (optional):

The % of disadvantaged children has increased from 12% in 2020 to currently 25%. This has had an impact on parents emotionally which in turn has affected a % of our children.