# Shape, circle  Description automatically generatedPupil premium strategy statement 2023-2024

## 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

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| Detail |  |
| School name | *Malpas Alport Endowed Primary School* |
| Number of pupils in school  | *270* |
| Proportion (%) of pupil premium eligible pupils | *58 children*  |
| Academic year/years that our current pupil premium strategy plan covers  | *2023-2024* |
| Date this statement was published | *Sept 2023* |
| Date on which it will be reviewed | *Dec 2023, March 2024, July 2024* |
| Statement authorised by | *Nic Wetton* |
| Pupil premium lead | *Nic Wetton* |
| Governor / Trustee lead | *Ruth Martin* |

**Data:**

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| **2022-2023** | **National** | **School** | **Pupil premium****(School)** |
| **GLD** | 67% | 62% | 44%  |
| **Phonics year 1** | 80% | 87% | 50% |
| **KS1** | R: 68%W: 59%M:70% | R: 74%W: 60%M: 78% | R: 83%W: 58%M: 66% |
| **KS2** | R:74%W: 69%M:71% | R: 58%W: 61%M: 55% | R: 38%W: 38%M: 38%8 pupils- 5 SEND3 with no SEND- 100% EXP in R, W, M |
| **Attendance** | **93.7% (2021-22)** | **94.4% (2021-22)** | **92.5% (2021-22)** |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £80,330 £1385x58(Oct 2022 census) |
| Recovery premium funding allocation this academic year | £6200 |
| 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 | £86,530 |
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# Part A: Pupil premium strategy plan

## Statement of intent

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| Malpas is located in the south Cheshire countryside, 3.6 miles from the national border with Wales. Census data reveals that the village has a relatively small indigenous employment base, which means that many residents have to commute to jobs elsewhere. 95% of residents were born in the UK or Wales, and the majority of residents are employed in wholesale, human health, construction, manufacturing and agriculture. Transport links to larger communities are poor and without the use of private transport, many residents are unable to access the facilities and opportunities afforded to those in small towns and nearby cities.There are 46 children in receipt of Free School Meals at Malpas Alport Primary School, many of these are from households without access to private transport and therefore, do not have easy access to a range of facilities and services such as sports/ leisure centres, supermarkets, health services, cinema, theatre. Some social housing is concentrated near to the Hampton Heath roundabout which exacerbates this issue, making coming to school itself a difficult and costly activity.It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers. The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. Our Pupil Premium Funding is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is lower than the national average and overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We focus our funding based on the needs of the individuals within the research-based 3-tier system of: *Quality First Teaching*, *Targeted Support* and *Wider Social/ Emotional/ Mental Health Strategies.* Our priorities are as follows:* Ensuring all pupils receive quality first teaching every lesson.
* Closing the attainment gap between disadvantaged pupils and their peers.
* Providing targeted academic support for students who are not making the expected progress in small groups up to 1:3.
* Addressing non-academic barriers to attainment such as attendance, social and emotional needs, and wellbeing in a *Trauma Informed* manner.
* Ensuring that the Pupil Premium Grant reaches the pupils who need it most.

**Diagnostic assessments**We use a range of diagnostic assessments to ascertain where children require support. Diagnostic assessments provide opportunities to reflect on pupils’ thinking, strengths, and weaknesses. In addition to our summative assessment and subsequent gap analysis, we utilise meta-cognitive strategies as outlined in the EEF Guidance Report. We also embed formative assessment for learning strategies into our lessons and regularly track pupils progress through systems such as Read Write Inc. phonic tracking, benchmarking and NFER, Sandwell, YARK and WELLCOMM.. Other tools support our decisions for provision of social and emotional development. These include Leuvan scales and Strength & Difficulties Questionnaires. And for EAL pupils we use assessment tools to ascertain levels and next steps.**Supporting our decisions through research.**Our spending decisions are always based on solid research-based evidence. Our primary source of evidence is the Educational Endowment Fund and the findings within the Teaching & Learning Toolkit and Pupil Premium guidance. We also use learning reviews from DfE and Ofsted. |

## Challenges

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

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| Barriers to learning - Academic | Barriers to learning - Additional |
| 1. SEN/ Learning Style
2. EAL (English additional language)
3. Low academic starting points
4. Lack of early play/life experiences
5. Behaviour (ADHD/ADD/ ASD/ Trauma)
6. Low language skills
7. High mobility
 | 1. Punctuality and Attendance
2. Young Carers
3. Chaotic household
4. Lack of access to services/ poor transport
5. Social isolation
6. Cleanliness/ Hygiene/uniform
7. Domestic Abuse
8. Health
9. Parental Disengagement (including no reading or homework at home)
10. Sleep & Food- issues or lack of
11. Mental Health (child’s or parents/carers)
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## 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.

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|  | Intended outcome | Success criteria |
| A | *Improved outcomes for children eligible for PP in terms of attainment* | Attainment matches national figures, where it is not currently. |
| B | *Improved outcomes for children eligible for PP in terms of progress.* | All children eligible for PP have a positive progress score which is in line or improving towards that of non-disadvantaged children. This is aided by the support for mental health and self-esteem/ motivation as a learner. |
| C | *Children who are entitled to PP display a good attitude for learning and access their learning effectively in class.* | Children have some understanding of how their brains work in relation to stress and they have strategies to support them so that their wellbeing is improved and they are able to learn effectively. (My Happy Mind, Zones of Regulation, BLP, Growth Mindset, Meta-Cognition, Therapies, 1-5, Rock Steady) |
| D | *Attendance rates remain high for children eligible for PP* | The number of absences and lates for children eligible for PP will be reduced and individual cases will be supported effectively.  |
| E | *Children in receipt of PP funding have the same opportunities to receive an enriched learning experience*  | All children experience residential visits, learning visits and after-school clubs, musical instruction that enrich their learning experiences.  |
| F | *To continue to close the gaps and increase the number of disadvantaged children gaining a ‘Good level of development’ (GLD) at the end of Foundation 2 and phonics in year 1* | Ensure all disadvantaged pupils reach GLDMore children will meet the expectation in phonics assessment, thus increasing their chances of attaining highly in reading in KS1&KS2. |
| G | *To continue to increase the number of disadvantaged pupils in KS1 &2 who reach the national expected standard in Reading, Writing and Maths.* | More children will meet the expected standards at the end of KS2 in line with national. |
| H | *Language and life experience gaps are identified early and supported for keep up.* | Children will finish Foundation with age appropriate WELLCOMM levels and have completed life experience activities for Early Years and beyond. |
| I | *Appropriate and timely social, emotional and mental health support given to raise self-esteem as a learner, improve behaviour for learning and self-regulation.* | PP children have good mental starting points in every lesson for learning. They know how to learn (meta-cog) and can make good progress in 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: £ *17,180*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Speech and Language direct teaching – To support early language development and identify any speech and language issues early in order to accelerate learning across the curriculum. Word Aware, Concept Cat,*  | Having S&L professionals identifying difficulties early and regularly supporting children will directly impact outcomes.Research: EEF Teaching Toolkit +6 months impact. | Outcomes A and B, F, HBarriers i, iii,  |
| *Meta-cognition and self-regulation activities- whole school training, development of strategies, monitoring and support.* | Weaving understanding of meta-cognitive approaches into all aspects of learning t increase engagement and understandingResearch: EEF Toolkit +7months | Outcomes A and B, C, F, GBarriers i, iii,  |
| *Subject Leadership cover to ensure best practice teaching and coaching in all curriculum areas. Schoot- curriculum training and development.* | QFT – Subject leader expertise, CPD mentoring and monitoringResearch: EEF Guide to pupil premium | Outcomes A B and CBarriers iv, vi, ix, xiii |
| *Support, coaching and supervision in phonics RWI to support excellent, consistent teaching throughout the school* | Highly impactful early reading teaching and leading means that all children leave KS1 being able to read. | Outcomes A B E F GBarriers I, ii, iii, vi |
| *Support, coaching and supervision in reading KS1&2 to support excellent, consistent teaching throughout the school and increased progress.* | Teaching Reading StrategiesResearch: EEF Teaching Toolkit +6 months impact. | Outcomes A B C E F HBarriers I, ii, iii, iv, v, vi |
| *Moderation – External, to support next steps in writing to achieve ARE for more PP chn* | Research: EEF Guide to pupil premium | Outcomes A B and C, FBarriers iv, vi, ix, xiii |

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

Budgeted cost: £ *68,600*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Academic Learning Mentor**Using recovery premium allocation* | 1:1, 1:3 additional support for children not at ARE in writing and maths out of lesson tutoring | Outcomes ABFBarriers I, iii, v, vi |
| *Speech and Language 1:1 WELLCOMM intervention* | Impact with 1:1 approach. Significantly improves progressEEF + 5 months | Outcomes A and B, F, HBarriers i, iii,  |
| *Additional booster sessions* *After school (4 x members of teaching staff plus 4 x TAs)**Year 6 – all year, Year 5 - 2 terms, Year 4 – 1* | Proven impact with smaller groups. Decreasing the sizes to 1:3 maximum.Research: EEF Teaching Toolkit +5months impact. | Outcomes A and B, GBarriers i, iii |
| *Four x 0.5 Teaching assistants - To provide Targeted intervention within the classroom to close gaps for pupil premium children**(incl. recovery premium allocation)* | High impact interventions with skilled staff to support closing the academic gap for disadvantaged children.Research: EEF Teaching Toolkit +5months impact. | Outcomes A and B Barriers i, iii,  |

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

Budgeted cost: £ *9,250*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *My Happy Mind – Online mindfulness curriculum resource* | Positive psychology & neuroscience research myHappymind is focussed on creating positive, sustainable and growth-oriented behaviour. This is linked to our School Improvement focus on well-being and self-regulation. It teaches the skills of life long happiness, self esteem and self worth and relationships.Supported by Trauma informed approach | Outcomes A B and CBarriers v, x, xii, xv, xviii |
| *Art Therapy & Counselling* | Support for some troubled or crisis disadvantaged children. – Research-based impact on increasing well-being. | Outcomes A B and CBarriers v,ix, x, xii, xv, xviii |
| *Subsidising trips and excursions – To enable equal chance to life experiences and learning outside the classroom.**Subsidising educational experiences to enhance learning and develop wider world understanding* | Allowing all children to access enriching learning experiences outside the classroomResearch: EEF Guide to Pupil Premium  | Outcome A B, D and EBarriers iv, v, vii, viii, x, xi, xii, xviii |
| *Music tuition – instruments and Rock Steady – access to arts*  | Learning through band play, self-esteem and confidence, access to musical opportunities- 10 week Music access year 5Research: EEF Teaching Toolkit  | Outcomes BDEBarriers iv, v, ix, xi, xviii |
| *Support and activities for Young Carers* | Time away from the home pressures to develop friendships and experiences- trips, excursions, visits. | Outcome D and HBarriers ix |
| *Provide school uniforms* | Support self-esteem, wellbeing, mental health, child poverty | Outcome IBarrier xiii |

**Total budgeted cost: £** *95,030*

# 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 2022 to 2023 academic year.

£18,400 Recovery + £62,325 Pupil Premium

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| **Action** | **Impacts** | **Lessons learned**  | **Cost** |
| *Academic Learning Mentor catch-up within maths and English. Also deliver interventions for small groups to ensure PP children are able to reach ARE.* | Individualised support for children in receipt of PP.Mentor support to overcome mental health barriers and come into school- attachment issues and low attendance.Increased attendance and achievement for those pupils.2021-20221. **KS1: R: 74% W:60% M:78%**
2. **Year 4 Tables Check: 76%**

**KS2: R: 58% W:61% M:58% GPS: 58%**: | Attendance issues must be overcome first so that tutoring can be consistent.Staff absence impacted on consistency and effectiveness of the interventions so that progress in many cases was slower than expected.1:3 ratio- all chn reach 100 | £24,000 |
| *Speech and Language whole class teaching and WELLCOMM and 1:1 speech and language support for children N-Y6.* | Early identification of language needs and immediately closing the gaps- highly effective. See results from WELLCOMM screening.Whole class word aware and concept cat for EYFS, teaching of language in lessons- allows access to the higher order vocabulary for all children. | Continue with whole school approach with specific focus on EY | £16,200 |
| *Subject leader release time* | High quality curriculum planned in all subjects. Mastery approach to maths had high impact on progress across school. Academic scheme for supporting disadvantaged children to ‘keep-up’ Children voice on excitement, engagement and enjoyment improved across a wider variety of subjects. Subject leaders consistently driving best practice in their subject. | Continue | £6000 |
| *Increased training, support and supervision in phonics RWI to support excellent, consistent teaching throughout the school* | Excellent progress in phonics across the EY and KS1. Tracking data 6 weekly. Guidance from English Hub and RWI trainer allowed reflective practice, coaching and best practice resources. Included 1:1 additional support for children and practice time. Phonics 87% | Continue | £2500 |
| *Two Teaching assistants - To provide Targeted intervention to close gaps for pupil premium children**(incl. COVID 19 Catch-up)* | High impact – Support for children (1:1 or 1:3) with skilled staff have supported the closing of the gap both in the class and in focussed interventions. Phonics: 87% Continuous 1:1 daily reading for those PP children not supported at home. Reading KS1: 74%Increased number of children able to reach ARE at KS1- see data above. | Continue – Monitoring and training for interventions to be increased.Consistency increased with more members of staff in and staff absence reduced.1:1-1:3 huge impact | £29,749 x 2 |
| *Additional booster sessions* *After school (4 x members of teaching staff plus 4 x TAs)**Year 6 – all year, Year 5 - 2 terms, Year 4 – 1 term* | High impact - improved outcomes for targeted childrenHigh – supporting the additional needs in year 6 in reading and maths after school. Writing specific1:1 during school day.After school booster started in summer term for Year 5 reading and maths, year 6 reading, with a focus on PP. Yr 5 and 6 data all shows positive increase in attainment throughout year. | Continue – with academic mentor and teacher support.Small groups (max 1:3) high impact. | £7804 |
| *Specialist support with Early Years curriculum to ensure clear, mapped progression from 2-5 years, increase impact of teaching within setting.* | Clear curriculum progression from 3-5 years has impacted nursery and foundation classes. Teachers confident with progression throughout the curriculum. Subject leaders know how the EY curriculum leads into KS1.Resources enhanced the curriculum and outdoor environment.  | Embed and maintain. | £3500 |
| *Moderation – External, to support next steps in writing to achieve ARE* | *Writing moderation upskilled teachers in planning next steps for children’s writing. How to move a child to EXP/ GD- focus on PP children.* | Embed and maintain. | £2200 |
| *My Happy Mind – Online mindfulness curriculum resource* | *All children have access to learning about their brain and the components to a successful happy life.**All children can utilise at least 1 coping strategy.**Strong self-esteem/ self worth.**Relationship curriculum well taught and robust.**Quality first approach to teaching wellbeing and happiness.* | Continue –Adapted scheme and tracking.Continue with happiness heroesContinue to raise profileEnsure consistency in every class. | £2240 |
| *Art Therapy* | Support for some troubled or crisis disadvantaged children. – Research-based impact on increasing well-being. High impact for the 4 children involved. Significant increased emotional stability and coping strategies. | Continue with different pupils | £1500 |
| *Subsidy of transport for school trips*  | All PP children able to access extra learning activities and enrichment outside the classroom.Increased life experiences and confidence. | Continue | £2000 |
| *Music Tuition* | Learning through band play- huge increase in confidence for some key children- attendance improved and wellbeing- engagement and involvement increased. | Continue | £1600 |