# Shape, circle Description automatically generatedPupil premium strategy statement 2022-2023

## 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 | *267* |
| Proportion (%) of pupil premium eligible pupils | *46 children* |
| Academic year/years that our current pupil premium strategy plan covers | *2022-2023* |
| Date this statement was published | *Sept 2022* |
| Date on which it will be reviewed | *Dec 2022, March 2023, July 2023* |
| Statement authorised by | *Nic Wetton* |
| Pupil premium lead | *Nic Wetton* |
| Governor / Trustee lead | *Ruth Martin* |

**Data:**

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| **2021-2022** | **National** | **School** | **Pupil premium**  **(School)** |
| **GLD** | **67%** | **69%** | **50% (2 chn)** |
| **Phonics year 1** | **75%** | **86%** |  |
| **KS1** | **R: 67%**  **W: 58%**  **M:68%** | **R: 72%**  **W: 72%**  **M: 69%** | **R: 80%**  **W: 80%**  **M: 100%** |
| **KS2** | **R:74%**  **W: 69%**  **M:71%** | **R: 82%**  **W: 72%**  **M: 67%** | **R: 44%**  **W: 22%**  **M: 11%**  **(9 chn -7 SEND)** |
| **Attendance** | **95.4% (2020-21)** | **95.4% (2020-21)** | **95.4% (2020-21)** |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £62,325  (Oct 2021 census) |
| Recovery premium funding allocation this academic year | £18,400 |
| 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 | £80,725 |
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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 such as sports/ leisure centres, supermarkets, 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 with more than one child.  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. The Pupil Premium 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, behaviour, and well –being 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 such as: quizzes, hinge questioning, mind maps and KWL activities. 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. Children are also supported through the diagnostic tools such as Wellcomm (speech & language), Sandwell, SWST, YARK and NVR where appropriate. Other tools support our decisions for provision of social and emotional development. These include Leuvan scales and Strength & Difficulties Questionnaires.  **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. The EEF’s Teaching and Learning Toolkit is an accessible summary of educational research designed to support teachers and school leaders who are making decisions about how to improve learning outcomes, particularly for disadvantaged children and young people. It covers strategies that schools might consider using Pupil Premium funding to support. Our school participates where it is able in EEF funded studies and has recently contribute to the EEF studying the impacts of COVID school closures on year 1 and year 2. The outcomes from this study and the White Paper Research are embedded within our actions to close the gaps and reduce barriers. |

## 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 house 4. Lack of access to services/ poor transport 5. Social isolation 6. Cleanliness/ Hygiene/uniform 7. Domestic Violence 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) |

## 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. |
| C | *Children who are entitled to PP display a good attitude for learning and access their learning effectively in class.* | All children understand how their brains work and they have strategies to support them in times of stress so that their well-being is good and they are able to learn effectively. (My Happy Mind, 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 GLD  More children will meet the expectation in phonics assessment, thus increasing their chances of attaining highly in reading further up the school. |
| 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 end Foundation with age appropriate WELLCOMM levels and have completed life experience activities for Early Years and beyond. |

## 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: £ *26,250*

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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 and speech and language issues early in order to accelerate learning across the curriculum.* | Having S&L professionals identifying difficulties early and regularly supporting children will directly impact outcomes.  Research: EEF Teaching Toolkit +5months impact. | Outcomes A and B, F, H  Barriers i, iii, |
| *Subject Leadership cover to ensure best practice teaching and coaching in all curriculum areas.* | QFT – Subject leader expertise, CPD mentoring and monitoring  Research: EEF Guide to pupil premium | Outcomes A B and C  Barriers iv, vi, ix, xiii |
| *Increased training, support 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 G  Barriers I, ii, iii, vi |
| *Specialist support with Early Years curriculum to ensure clear, mapped progression from 2-5 years, increase impact of teaching within setting.* | EEF EY toolkit  Early start for children in education  Language and communication interventions  Early numeracy | Outcomes A B C E F H  Barriers I, ii, iii, iv, v, vi |
| *Academic schemes for supporting disadvantaged* | Pathways to Write- writing  Mastery- Power Maths  Academic mentor to keep children at ARE  Research: EEF Guide to pupil premium | Outcomes A B and C  Barriers iv, vi, ix, xiii |
| *Moderation – External, to support next steps in writing to achieve ARE* | Research: EEF Guide to pupil premium | Outcomes A B and C, F  Barriers iv, vi, ix, xiii |

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

Budgeted cost: £ *39,800*

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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, within lessons and out of lessons tutoring | Outcomes ABF  Barriers I, iii, v, vi |
| *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, G  Barriers i, iii |
| *Two 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.  Targeted WELCOMM interventions  Research: EEF Teaching Toolkit +5months impact. | Outcomes A and B  Barriers i, iii, |

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

Budgeted cost: £ *12,010*

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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 C  Barriers v, x, xii, xv, xviii |
| *Art Therapy* | Support for some troubled or crisis disadvantaged children. – Research-based impact on increasing well-being. | Outcomes A B and C  Barriers v,ix, x, xii, xv, xviii |
| *Happy Mind TeePees – Installed in each classroom to support self-regulation and as a safe space to calm and reflect.* | Trauma informed approach – evidenced-based. Mindfulness research and My Happy Mind suggest calm, safe spaces with calming strategies and meditative support. | Outcomes A B and C  Barriers ,ix, x, xii, xv, xviii |
| *Subsidising trips and excursion – To enable equal chance to life experiences and learning outside the classroom.*  *Subsidising educational experiences to enhance learning and develop wider world understanding*  *School Minibus Leasing plus service and fuel costs* | Allowing all children to access enriching learning experiences outside the classroom  Research: EEF Guide to Pupil Premium | Outcome A B, D and E  Barriers iv, v, vii, viii, x, xi, xii, xviii |
| *Mini-bus collection service - daily* | Supporting regular attendance and punctuation for vulnerable disadvantaged children.  Research: EEF Guide to Pupil Premium | Outcome A B and D, E  Barriers iv, v, viii, ix, x, xi, xii |
| *Music tuition – instruments and Rock Steady* | Learning through band play, self-esteem and confidence, access to musical opportunities- 10 week Music access year 5  Research: EEF Teaching Toolkit | Outcomes BDE  Barriers iv, v, ix, xi, xviii |

**Total budgeted cost: £** *78,060*

# 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 2021 to 2022 academic year.

£18,400 Recovery + £59,660 Pupil Premium

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| **Action** | **Impacts** | **Lessons learned** | **Cost** |
| *Additional teacher to support catch-up within maths and English. Also deliver interventions for small groups to reduce COVID impact and ensure 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.  2021-2022   1. **KS1: R: 72% W:69% M:72%** 2. **Year 4 Tables Check: 76%**   **KS2: R: 82% W:67% M:67% GPS: 80%**: | Attendance must be overcome first so that tutoring can be consistent.  Very high levels of Staff absence had significant impact on the consistency of support.  Protect the role with other members of staff so impact greater | £30,000 |
| *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.  Continuous 1:1 daily reading for those PP children not supported at home.  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 | £29,749 x 2 |
| *Additional booster sessions – (incl. COVID 19 Catch-up)*  *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 children  High – 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 |
| *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.* | Continue –Adapted scheme and tracking.  Continue with happiness heroes  Continue to raise profile | £3240 |
| *Subsidy of transport for school trips* | All PP children able to access extra learning activities outside the classroom.  Increased life experiences and confidence. | Continue | £2000 |