Pupil premium strategy statement

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

Detail	Data
School name	Maidensbridge Primary
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	08.10.21
Date on which it will be reviewed	01.9.22
Statement authorised by	Mrs K Thomas, Headteacher
Pupil premium lead	Mrs K Thomas, Headteacher
Governor / Trustee lead	Mr M Jones, lead for pupil premium pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,210
Recovery premium funding allocation this academic year	£6,760
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	£34,970

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. Also taking in to consideration the recovery needed from the pandemic and how the needs of these children altered as they returned to school.

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	Attendance monitoring has shown that over the last 3 years, our pupil premium pupil's attendance has declined and as a group they have a high rate of persistent absence. Absence among pupil premium pupils has increased by 3.5% from 6.4% to 9.9% in 19-20. 50% of pupil premium pupils have been persistently absent in 19-20 this was due to a lack of engagement during lockdowns and the need for reduced timetables to ensure children came back to school. However, this persistent absence is 39.9% higher than the national non-disadvantaged cohort.

2	Assessments and observations of our youngest children in Reception show that there is underdeveloped oral language skills and vocabulary gaps on entry to school compared to the cohorts before the pandemic.
3	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.
4	Our observations and discussions with families have indicated that our pupil premium children have suffered with greater social and emotional issues during the closure of school during the pandemic and returning to school with their peers. This has also impacted on the attendance of this group of pupils. A further barrier to this is that 12 of our pupil premium children are also SEND and although were offered a place at school during lockdown this was not taken up by parents.
5	Our assessments have shown that our pupil premium children were more likely to have found remote learning more difficult than their peers while at home during school closures, compared to their non-pupil premium peers. They did not attend the key worker spaces in school and attended very few remote lessons with their class teacher. This has caused further gaps in their learning, compared to their peers.
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 and will achieve the expected level for 'communication and language'	Pupil premium children will achieve the expected standard for communication and language 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 feel fully included in life at Maidensbridge and will	Pupil voice will highlight that pupil premium children have enjoyed their

access a range of opportunities through varied experiences and extra-curricular activities.	extra-curricular experiences and that they feel part of the school community. Analysis of attendance at extended school activities, will show an increased participation for pupil premium children.
Our Pupil Premium children will have access to relevant tutoring or other appropriate recovery strategies.	End year data for 2021-2022 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.

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: £29,090

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.	5
Recruitment of two ECTs to allow Deputy to be able to deliver interventions and support for 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)	5
Nurture Training for all staff and implementation of Nurture room and nurture principles.	Social and emotional learning | EEF (educationendowmentfoundation.org.uk) School has joined the Dudley Resilience and Nurture project, supported by Educational Psychologists. This provision will support children building their resilience and self-regulation and integrating back in to a routine of school following the impact of the lockdowns.	4
Phonics Development Days	Phonics | EEF (educationendowmentfoundation.org.uk)	3

to analyse data and effectiveness of tutoring and daily phonics sessions.	Read Write Inc has been approved by the DFE as an effective resource for the teaching of phonics Choosing a phonics teaching programme - GOV.UK (www.gov.uk) After completion of our TLIF support, we will 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.	
White Rose Training	Staff will be trained in White Rose principles, in particular the use of practical equipment to support the CPA model of learning. This will reinforce concepts for children as they progress through the school. Purchase of practical resources so that all children have access when they need it.	5
Accelerated Reader	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. Pupil voice told us that children did not have enough choice of quality texts and were not reading books that built stamina and higher-level thinking. Accelerated reader will provide wider reading, challenge, accuracy checking and extensive reports for staff to be able to assess the children's reading ability and progress.	5
Creation of writing overviews to support the teaching of writing for all staff.	Writing is our biggest legacy from lockdown due to not being able to create enough sustained tasks and rigour for this aspect of learning and parents finding it difficult to understand the expectations of children's writing. Our English leader will use her expertise to plan out the progression of writing skills across each year group in the school. Planning will be monitored and staff CPD will be sought to support the teaching of writing. Purchase of resources to support the sequence of writing eg The Write Stuff	5

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

Budgeted cost: £4,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space Learning- 1:1 online Maths Tuition	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. Progress made by group of children who accessed this maths tuition last year and achieved expected standard on KS2 SATs paper. National tutoring programme (NTP) - GOV.UK (www.gov.uk)	5
RML Phonics 1:1 tutoring during breakfast sessions and throughout the day.	Phonics	EEF (educationendowmentfoundation.org.uk) Choosing a phonics teaching programme - GOV.UK (www.gov.uk) 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.	3
Century Tech	CENTURY	Online Learning	English, Maths and Science 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.	5
NELI Interventions for Reception children	Oral language interventions	EEF (educationendowmentfoundation.org.uk) Reception staff will use baseline information and NELI assessments to identify children who would benefit from	2

	the programme. This will then be delivered through key group time.	

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

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring weekly by Headteacher. Certificates and rewards for improved attendance.	Research shows that consistent good attendance at school will ensure gaps in learning do not widen. Headteacher will analyse attendance regularly and send letters to be open and honest with parents about the importance of attendance. Rewards and certificates are given out termly for 100% attendance.	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

Total budgeted cost: £ 34,970

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.

Internal assessments for 2020/21 showed that our Pupil premium children had not achieved as well as previously due to the disruption of the pandemic and many of our Pupil Premium children choosing to not access the vulnerable education access during lockdowns.

The outcomes we aimed to achieve in our previous strategy were not fully realised due to the disruption of Covid-19 and not being able to deliver quality wave one teaching consistently due to isolations and restricted attendance in the Spring term.

We were able to send Chrome books home with Pupil Premium children to support them to access their daily online lessons with their class teacher but attendance at these for some was not good. (30 Chrome books £7,500)

We also purchased Century to support children with their learning at home, allowing them to work through a personalised pathway for English, maths and science without needing parent support for this learning. This was engaged with by most children. (£2,000)

During the lockdown we also provided 1:1 support and personalised provision for one Pupil premium child who needed extensive support. This had a very positive impact on the child's future outcomes. (19,400)

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 evaluating the impact the pandemic has had on these children. 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 at the moment 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 two families with 5 children that spread over 4 year groups. This may not be reflective of the pupil premium group in 12 months' time.