

Pupil premium strategy statement – Muscliff Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	597
Proportion (%) of pupil premium eligible pupils	19% (111 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 –to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sarah Fenby Headteacher
Pupil premium lead	Emma Huns Deputy Headteacher
Governor / Trustee lead	Tracey Farwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,965
Recovery premium funding allocation this academic year	£15,805
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£166,770

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our school strategy is based on the EEF Pupil Premium Guide and the recommended tiered model which focuses on:

- high-quality teaching
- targeted academic support
- wider strategies.

Significant consideration has also been given to the DfE's guidance and the 'menu of approaches' referenced in the document.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gaps and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. It will ensure that disadvantaged pupils are challenged in the work they are given. Staff will swiftly identify individual needs or progress concerns and act to intervene or facilitate keep-up. We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, involving research into best practice and prioritising this in professional growth opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In the Autumn 2020 Year 2 phonic screening 91% of all pupils met the expected standard but only 67% of disadvantaged pupils met the standard. In the Autumn 2021 phonic screening 90% of all pupils met the expected standard compared to 75% of disadvantaged pupils. This gap narrowed at by July 2022 with 88% of disadvantaged pupils meeting expected standard at the end of Year 2 (compared to 93% of all pupils and 73% disadvantaged children meeting expected standard at the end of Year 1 (compared to 79% of all pupils). However, this continues to be a challenge and we endeavour to reduce this gap further.
2	Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by the COVID pandemic to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
3	Our observations and communication with children and families have identified increased social and emotional challenges for children following the COVID pandemic. These challenges particularly affect disadvantaged and vulnerable children. The challenges have also increased for our children with the most complex needs, many of whom are disadvantaged also.
4	Our attendance data indicates that attendance amongst disadvantaged children is lower than for non-disadvantaged children. The percentage of pupils deemed 'persistently absent' is higher in disadvantaged children.

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
Improved attainment in phonics among disadvantaged children	Phonic screen scores in 2024 - 2025 show little or no gap between disadvantaged pupils and their peers (SEN aside).
Improved attainment in reading among disadvantaged children	End KS2 attainment and progress outcomes in 2024 -2025 in Reading are at least in line with national for disadvantaged children.
Improved attainment in Writing and Maths among disadvantaged children.	End KS2 attainment and progress outcomes in 2024 - 2025 are at least in line with national for disadvantaged children.

To support children with social and emotional challenges, particularly our disadvantaged and vulnerable children.	Observations show children are well supported in order that they are ready to learn.
To improve attendance for all children, particularly our disadvantaged children.	Sustained high attendance by 2025 demonstrated by • Overall attendance at least 96% and the gap between disadvantaged children and their peers is reduced. • The percentage of children who are PA is at least in line/lower than national and the gap between disadvantaged children and their peers is reduced.

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £79,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued subscription and commitment to a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils. Reading Leaders supporting successful implementation of programme.	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Purchase of extra teaching resources and	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for	1

phonics tracker to support the teaching of phonics through the Little Wandle programme.	children from disadvantaged backgrounds.” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Purchase of extra Reading books to support Guided Reading. The development of a whole school reading spine consisting of good quality texts with age appropriate content and challenge.	“Reading comprehension strategies are high impact. Alongside phonics it is a crucial component of early reading instruction. ” “It is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage with the text and enough challenge to improve reading comprehension.” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Early Career Teacher (ECT) Mentor provided release time to work with teacher to ensure high quality teaching and learning, particularly in English and Maths	“The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils:” https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching “Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.” The EEF Guide to the Pupil Premium – April 2022.	2
Deputy Head, Assistant Heads (incl SENCO and English Lead), Maths subject leader and Year Leads provided release time to work with teachers across school to ensure high quality teaching and learning in Reading, Writing and Maths for all	“The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils:” https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching “Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending:”	2

groups of children.	The EEF Guide to the Pupil Premium – April 2022.	
High quality professional growth (based on research) linked to the school development priorities, one objective focusing on digging deeper into research on improving outcomes for disadvantaged pupils.	"Spending on developing high quality teaching may include investment in professional development, training..." The EEF Guide to the Pupil Premium – April 2022. "Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap:" https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2
Use IT to support teaching and learning. We will focus on basic skill acquisition and retention in Maths and an individualised learning programme for Reading. Purchase resources: XT Rockstars, Doodle Maths, Numbots and, Oxford Owl and Oxford Reading Buddy.	Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	
Purchase of BSquared to support purposeful assessment and identification of next steps for SEN children working below age related expectations.	"High quality assessment and diagnosis should be used to target and adapt teaching to pupils needs." "Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted." https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2

Subscription to Insight to support drilling down of data for specific groups of children in order to prioritise support in teaching.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide school led tutoring in groups of 1:3 for children whose learning has been most impacted by the pandemic. The children who receive this tutoring will be predominantly disadvantaged and/or vulnerable.	"Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind" "One to One tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile" https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Engaging with the National Tutoring Programme tuition partner to provide 1:1 support to children whose learning has been most impacted by the pandemic. The	"One to One tuition and small group tuition are both effective interventions." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition "One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas."	2

children who receive this tutoring will be predominantly disadvantaged and/or vulnerable	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
Additional phonics sessions for children who are identified through the Little Wandle program as needing keep up. A high proportion of these may be disadvantaged and/or vulnerable.	"Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds." "It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Establish small group interventions/ keep up/in class support for children whose learning has been most impacted by the pandemic. A high proportion of these may be disadvantaged and/or vulnerable.	"Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind" https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Purchase of Code books (phonics based) to support Reading interventions in Years 3,4 and 5.	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds." "It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2

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

Budgeted cost: £41,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Head, with support of office and SLT admin to monitor attendance and support families to ensure regular attendance. Actions will be in line with principles of good practice set out in the DfE's 'Working together to improve school attendance' released for Sept 22.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and PA. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4
Employment of an Independent Educational Social Worker to support the improvement in school attendance of our most vulnerable children. The majority of these pupils will be disadvantaged.	This is in line with embedding good practice set out in the 'Working together to improve school attendance' released this year. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and PA. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4
Pastoral Care Team Team/TAs/SENCo to work with children and families to support social/emotional/behaviour and complex needs This work will be within a whole school context where SEL and trauma informed approaches are embedded into ethos and routine practices and are supported through our curriculum	"Social and emotional learning approaches have a positive impact in academic outcomes" "Social and emotional interventions in education are shown to improve social and emotional skills and therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation both of which may subsequently increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning "Evidence suggests that, on average, behaviour interventions can produce improvements in academic performance along with a decrease in problematic behaviours:" https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3

Purchase of Hamish and Milo resources to support social/emotional/behaviour interventions.	"Social and emotional learning approaches have a positive impact in academic outcomes" "Social and emotional interventions in education are shown to improve social and emotional skills and therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation both of which may subsequently increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Play therapist, School Counsellor and trainee school counsellor/play therapist to support children with social and emotional needs/mental health.	"Social and emotional learning approaches have a positive impact in academic outcomes" "Social and emotional interventions in education are shown to improve social and emotional skills and therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation both of which may subsequently increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Whole school focus through professional growth on the 'wider' barriers to learning of disadvantaged pupils and ways to overcome these.	"Gaining a thorough knowledge of your disadvantaged pupil's levels of attainment is the first step in developing an effective pupil premium strategy" (The EEF guide to pupil premium) This guide strongly recommends making use of research and using strong evidence to make decisions on how to support our disadvantaged children and support them to overcome their own barriers.	3

Total budgeted cost: £ 166,770

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as the DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

The DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.

Although attainment of the pupil premium groups at the end of KS1, KS2 and in Year 1 and 2 phonics was in line or above that of pupil premium national data, progress of our pupil premium group at the end of KS2 was below national. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils is larger than we'd like in some areas. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 3% higher than their peers in 2021/22 and persistent absence 12% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

We are working hard to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Further information (optional)

In planning our new pupil premium strategy we triangulated evidence from multiple sources of data including assessments, classroom observation, conversations with parents, children, teachers and support staff in order to identify the challenges faced by disadvantaged pupils. We discussed each individual child, identifying any barriers to their learning, whether they be academic, social and emotional or from a lack of attendance at school.

The pupil premium lead has undertaken training from the National College on how best to implement pupil premium.

As an SLT we have looked at a reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. The EEF was a valuable source of information for us. Teaching staff are now using professional growth opportunities to investigate and make use of such research.

We used the [EEF's implementation guidance](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability) alongside the DfE's guidance for school leaders (<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>) to help us develop our strategy and, as described above, used the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.