

Pupil premium strategy statement – Muscliff Primary School 2023-24

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	574
Proportion (%) of pupil premium eligible pupils	18% (101 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	10 th October 2023
Date on which it will be reviewed	September 2024
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	£146,955
Recovery premium funding allocation this academic year	£14,645
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	£161,600

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 as well as the bottom 20% of learners. 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 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 July 2022 88% of disadvantaged pupils met expected standards in phonics at the end of Year 2 (compared to 95% of non disadvantaged pupils) and 73% of disadvantaged children meeting expected standard at the end of Year 1 (compared to 80% of non-disadvantaged pupils). In July 2023, outcomes show that 100% disadvantaged children met expected standard in phonics in Year 1. However in Year 2 there remained a gap, with 80% of disadvantaged children meeting expected standard (compared to 96% non-disadvantaged pupils). This continues to be a challenge and we endeavour to reduce this gap.
2	Our assessments and observations indicated that the education of many of our disadvantaged pupils had been impacted by the 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. The percentage of disadvantaged children across school reaching at least expected standard (TA) has increased since the pandemic in Reading (56% in July 2021 to 71% in July 2023) and Maths (56% in July 2021 to 69% in July 2023). Improvements are taking longer to be seen in summative data for Writing which was the area we saw most impacted by the pandemic.
3	Our observations and communication with children and families have identified increased social and emotional challenges for children. 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. In 2022-23 improvements were made but this continues to be a challenge.

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/or in line with national. 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: £70,650

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 strong phonics teaching for all pupils.	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

Reading Leaders support the embedding of the programme, including catch up in KS2.		
Purchase of extra teaching resources to support the teaching of phonics through the Little Wandle 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 Reading books to support Guided Reading, whole class reading and our carefully developed Reading Spine.	"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 Teachers (ECT) and teacher apprentice mentors are provided release time to work with teachers to ensure high quality teaching and learning.	"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 "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 "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 for all groups of children.	"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 "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 "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
High quality professional growth, one objective focusing on supporting the bottom 20% learners to be successful in Reading, focusing on oracy and phonics.	"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 "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 "On average, oral language approaches have a high impact on pupil outcomes." "Training can support adults to ensure they model and develop pupil's oral language skills and vocabulary development." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2, 1

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: Doodle Maths (KS2), Numbots (KS1) 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	
Renewed subscription of BSquared to support purposeful assessment and identification of next steps for SEN children working below age related expectations. Subscription to Insight to support drilling down of data for specific groups of children in order to prioritise support in teaching.	"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

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

Budgeted cost: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 and in bottom 20% of learners.	"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 who are falling behind in their learning. A high proportion of these may be disadvantaged and/or vulnerable/in the bottom 20% of learners.	"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." "Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Use of Code books (phonics based) to support Reading interventions in KS2.	"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	2

	quickly for pupils who have experienced these barriers to learning.” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics “While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate.” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £54,165

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 in Sept 22.	Our attendance policy in line with embedding good practice set out in the 'Working together to improve school attendance' released in 2022. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	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 may be disadvantaged.	Our attendance policy in line with embedding good practice set out in the 'Working together to improve school attendance' released in 2022. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	4
Pastoral Care Team Team/TAs/SENCo to work with children and families	“Social and emotional learning approaches have a positive impact on academic outcomes.” “Social and emotional interventions in education are	3

to support social/emotional/behaviour and complex needs. Deputy Head supporting families on the child protection register. 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. Training booked for November INSET day run by Pivitol Education.	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.” “Behaviour interventions have an impact through increasing the time that the pupils have for learning. This might be through reduced low-level disruption or through preventing exclusions.” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Use of Hamish and Milo resources to support social/emotional/behaviour interventions. Two members of staff trained as ‘Hamish and Milo Champions.’	“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
Parent/Child attachment course run by Assistant Head/SENCo and School	“By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children’s	3

Counsellor ('Roots').	learning or their self-regulation.” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement “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	
Introduction of 'Stormbreak' – designed to improve mental and physical health through movement. Signed up to 'Stormbreak Shine' to support individuals manage and regulate their emotions.	Establish schoolwide norms, expectations and routines that support children's social and emotional development. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel “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
Running of 'sensory circuits' four mornings a week (first thing) to support social and emotional development and reduce anxieties around separation from parents.	Participation in a short sensory motor circuit is an effective way both to energise and settle children into the school day. The aim is to focus concentration in readiness for the day's learning. The circuit also encourages the development of the child's sensory processing skills.	3, 4

Total budgeted cost: £175,815

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 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

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 level.

Attainment of the disadvantaged 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 in all areas. In Year 1, published outcomes show 100% of disadvantaged pupils achieved the expected standard in their phonics check. In EYFS, we had 1 child on roll who was entitled to pupil premium and this child achieved GLD and meeting all 17 Early Learning Goals.

Despite some strong individual performances, the KS1 – KS2 progress of Year 6 disadvantaged pupils in 2022/23 was lower than we'd like. 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 challenges disadvantaged pupils can face.

Absence among disadvantaged pupils was 4.1% higher than their non-disadvantaged peers in 2021/22 and persistent absence 12% higher than overall for the pupil premium group. In 2022/23 absence among disadvantaged pupils was 3.2% higher and this is an improvement we would like to build on. Persistent absence for the pupil premium group remained around 12% higher than overall in 2022/23.

Our observations and assessments have demonstrated that pupil behaviour has improved over the last two years, 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 and we are still seeing the effects of this.

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.

Further information (optional)

In planning our 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 attended training from the National College and Mark Rowland 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.

We used the EEF's Guide to the Pupil Premium

(<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>)

alongside the DfE's guidance for school leaders

(<https://www.gov.uk/government/publications/pupil-premium>) to help us develop our strategy and, as described above, used an 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school for our children.