

Pupil premium strategy statement – Muscliff Primary School 2024-25

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	557
Proportion (%) of pupil premium eligible pupils	18% (104 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 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Sarah Fenby Headteacher
Pupil premium lead	Emma Huns Deputy Headteacher
Governor / Trustee lead	Jigna Udeshi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,920
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	£153,920

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 CPD 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 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). In July 2024, outcomes in phonics for disadvantaged pupils were in line with national outcomes for this group. 60% of disadvantaged pupils (5 children) met expected standard at the end of Year 1 (compared to 85% non-disadvantaged). At the end of Year 2 93% disadvantaged pupils met expected standard (compared to 97% non-disadvantaged). This continues to be a challenge and we endeavour to reduce these gaps.
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 at the end of KS2 has increased since the pandemic in Reading (56% in July 2021, 71% in July 2023 and 84% in 2024) and Maths (56% in July 2021, 69% in July 2023 and 79% in 2024). Improvements have taken longer to be seen in summative data for Writing which was the area we saw most impacted by the pandemic. However, outcomes for this group in 2024 rose to 63% meeting at least expected standard from 57% in 2023.
3	Our observations and communication with children and families have identified increased social and emotional and mental health 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. Significant improvements have been made over the duration of this plan. Attendance for the disadvantaged group is significantly above national for the same group nationally but we continue to work on reducing the gap between attendance of the disadvantaged and non-disadvantaged group.

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 screening 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. <i>We have achieved this now in attainment (July 2024) but need to maintain this. There were no progress measures in 2024 (due to the pandemic) but there will be in 2025.</i>
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. <i>In July 2024 this was achieved for attainment so we need to maintain this. There were no progress measures in 2024 (due to the pandemic) but there will be in 2025.</i>
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 funding **this academic year** to address the challenges listed above.

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

Budgeted cost: £66,100

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. Reading Leaders support the embedding of the programme, including catch up 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." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
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
Purchase of Maths No Problem workbooks to support our mastery teaching approach and rolling it out to EYFS.	"Early numeracy approaches typically increase children's learning by about seven months." "Approaches supporting the development of early numeracy skills and knowledge can have an important positive impact on the early stages of mathematical learning." https://educationendowmentfoundation.org.uk/early-years/toolkit/early-numeracy-approaches "Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics."	2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
Early Career Teachers (ECT) 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 "Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending." The EEF Guide to the Pupil Premium – September 2024.	2
Deputy Head, Assistant Heads (incl SENCO and English Lead), Maths subject leader, Curriculum lead and Year Leads 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 "Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending." The EEF Guide to the Pupil Premium – September 2024.	2
High quality CPD with a focus on effective teaching strategies to maximise learning in the classroom.	"Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending. Strategies to support this could include professional development, training....." The EEF Guide to the Pupil Premium – September 2024. "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, 1

	evidence/guidance-reports/effective-professional-development	
Use IT to support teaching and learning. We will focus on basic skill acquisition and retention in Maths. Purchase resources: Numbots (KS1) and Numbersense (KS2)	"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	2
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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions for KS1 children who are identified through the Little Wandle program as	"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	2, 1

needing keep up. A high proportion of these may be disadvantaged and/or vulnerable and in bottom 20% of learners.	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	
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.” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Use of Code books (phonics based) and Little Wandle 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 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	2, 1

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

Budgeted cost: £50,200

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 the revised DfE's 'Working together to improve school attendance' released in August 2024.	Our attendance policy is in line with embedding good practice set out in the revised 'Working together to improve school attendance' released in August 2024. 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 to support social/emotional/behaviour and complex needs. Headteacher and 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. PACE training delivered by SENCo to teachers and TAs.	"Social and emotional learning approaches have a positive impact on 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 moderate 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	3

Deputy Head engaging in SLT Trauma Informed training.		
Use 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
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 Counsellor ('Roots').	"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 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	3

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, sensory needs 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." https://childrenschoicetherapy.co.uk/sensory-circuits/	3, 4
Headteacher engaging with Senior Mental Health Lead training.	"Good mental health and wellbeing helps children and young people: • develop • attend school • engage in learning • fulfil their potential Schools and colleges contribute to wellbeing by providing: • a safe, calm and supportive learning environment • early targeted support for pupils and learners who need help Embedding an evidence-based, holistic, whole school or college approach helps achieve this. Schools and colleges should identify and train a mental health lead. The mental health lead should be a member of staff empowered to develop and oversee their setting's whole school or college approach." https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	3

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Total budgeted cost: £166,300

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 2023/24 academic year using key stage 2 and EYFS 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 EYFS, KS2 and in Year 1 and 2 phonics was in line or above that of disadvantaged national data in all areas. In Year 1, published outcomes show 60% of disadvantaged pupils achieved the expected standard in their phonics check. There were only five children entitled to pupil premium in this cohort, so three out of the five achieved the expected standard. In EYFS, we had six children on roll entitled to pupil premium three of these achieved GLD (50%). At the end of KS2, 63% of the 19 disadvantaged children achieved expected standard in combined Reading, Writing and Maths. This was above national for the disadvantaged group.

Although our 2024 outcomes for the disadvantaged group are at least in line/above national outcomes for the same group, 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 in 2023/24 2.6% higher. Persistent absence for the pupil premium group remained around 12% higher than overall in 2022/23 but decreased significantly to 8% by the end of 2023/24. We are proud of these improvements over time and wish to continue to build on them.

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 high. The impact of the pandemic on disadvantaged pupils was 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 our disadvantaged pupils. We identified any barriers to learning, whether they be academic, social and emotional, mental health or from low 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 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 is 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.