

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	Muscliff Primary School
Number of pupils in school	616
Proportion (%) of pupil premium eligible pupils	18%
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 2021
Date on which it will be reviewed	September 2022
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	£142,570
Recovery premium funding allocation this academic year	£15,370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£157,940

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.

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.

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 well as benefitting all children. Our core belief is that competent and avid readers do best in their education and as a result this is a key priority

We have also included targeted support for those pupils who require it. In the current academic year this includes support through School Led Tutoring (partially funded by the National Tutoring Programme) for those most impacted by school closure due to Covid 19.

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 use our pupil progress meetings and process to ensure staff take responsibility for outcomes. The process ensures staff share high expectations of pupil progress and attainment.

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 Year 2 phonic screening last year 91% of all pupils met the expected standard but only 67% of disadvantaged pupils met the standard.
2	Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures 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.
	Our observations and communication with children and families have identified increased social and emotional challenges for children following school closures. 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 2025 show little or no gap between disadvantaged pupils and their peers (SEN aside).
Improved attainment in reading among disadvantaged children	End KS2 outcomes in 2025 in Reading show at least 80% disadvantaged children meet the expected standard.
Improved attainment in Writing and Maths among disadvantaged children.	End KS2 outcomes in 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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £46,901

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.	"Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:" https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Purchase of extra reading books and phonics tracker to support the teaching of phonics through the Little Wandle programme. Reading Leaders supporting successful implementation of programme.	"Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:" https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Early Career Teacher (ECT) Mentor provided release time to work with teachers 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 – Autumn 2021.	2

Assistant Head, Maths and English subject leader and Phase leaders provided release time to work with teachers across school to ensure high quality teaching and learning in Reading, Writing 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 – Autumn 2021.	2
High quality professional development (based on research) linked to staff needs and the school development priorities.	"Spending on developing high quality teaching may include investment in professional development, training..." The EEF Guide to the Pupil Premium – Autumn 2021. "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 English and Maths. Purchase resources such as Doodle English, Spelling and Maths & Oxford Owl online library.	EEF summary shows that use of IT can increase progress rates in both English and Maths: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	2

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

Budgeted cost: £60,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide school led tutoring for children whose learning has been most impacted by the pandemic. The children who receive small group tutoring will be predominantly disadvantaged and/or vulnerable.	"Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Additional phonics sessions for children whose learning has been most impacted by the pandemic. A high proportion of these may be disadvantaged and/or vulnerable.	"Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
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.	Research shows that the impact of teaching assistants is greatly increased when they work with teachers to supplement teaching by providing targeted small group interventions rather than working generally in everyday classroom environments. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2

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

Budgeted cost: £50,395

Crucial to this year more than ever is a focus on mental health and well-being of children, staff and parents following such an uncertain time. We will focus on this throughout every aspect of school life – in all our conversations with staff and parents and through all our interactions with children in addition to the measures below.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Head, with support of office admin to monitor attendance and support families to ensure regular attendance. School transport partially funded for those most in need. Actions will be in line with principles of good practice set out in the DfE's Improving School Attendance advice.	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
Behaviour support Team/TAs/SENCo/Counsellor 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 approaches will be embedded into ethos and routine practices and are supported through our curriculum	"There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):" 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

Total budgeted cost: £157,940

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.

The school has used attendance data, standardised test scores, teacher assessments and self-evaluation processes to measure the success of the previous plan. Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than national in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees over two academic years covered in the previous strategy. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by supplying laptops to disadvantaged children and offering the most vulnerable children (many of whom are also disadvantaged) face to face education in school.

At times where children were all expected to attend school, absence among disadvantaged children was higher than their peers, as was persistent absence. For this reason, attendance will continue to be a focus in our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have been significantly impacted over the past two years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Further information (optional)

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Engaging in a pilot of Oxford Reading Buddy – An e-reader that provides online tutoring and tracking. We have enrolled all our disadvantaged children on it. Some children will be supported in its use through School Led Tutoring.
- Utilising a DfE grant to provide quality whole staff training on Trauma informed practice with an aim to provide staff with greater understanding of the impact of trauma and strategies and approaches that can successfully support children with these challenges.

Planning, Implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

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.

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

We 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 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, including 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.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.