

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Malden Parochial Church of England Primary School
Number of pupils in school	220 (210 excl. Nursery)
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022 2022 - 2023 2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Governing Body
Pupil premium lead	Fiona McConville, Deputy Headteacher
Governor / Trustee lead	Brenda Mitchell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,370
Recovery premium funding allocation this academic year	£2175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22,545

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas and leave Malden Parochial as happy, confident and well-rounded individuals. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The wellbeing of all learners, in particular disadvantaged pupils, is at the heart of the school's vision, with emphasis on a proactive approach to the individual pupil's needs. Our pupil premium strategy focuses primarily on the quality of teaching and learning, staff professional development based on evidence-based research, equality of opportunity for our disadvantaged and most vulnerable pupils and targeted research and intervention based on pupil outcomes from internal and national data.

With these mechanisms in place, all pupils, irrespective of their social and emotional needs will make progress at school. The school will also consider the challenges faced by other vulnerable pupils, such as those who have a social worker, young carers and those who are experiencing difficulties at home. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of the school's approach. This is proven to have the greatest impact on closing the disadvantage attainment gap 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.

Quality First Teaching is the most effective way of improving the outcomes for disadvantaged pupils alongside the use of diagnostic assessments to ensure that any interventions are targeted and provide the best diagnostic information.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- act early to intervene at the point need is identified
- identify challenges within the cohort of learners and plan effective support
- ensure disadvantaged pupils are challenged in the work that they are set
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We aim to overcome barriers to learning by using Pupil Premium money effectively and understand that needs and costs will differ, depending on the barriers to learning being addressed. Our strategy, therefore, is not to allocate personal budgets per child in receipt of PPG but is to identify the barrier to be addressed and the interventions required, whether in small groups, large groups, whole school or 1:1 and to then allocate a budget accordingly.

Challenges

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

Challenge number	Detail of challenge
1	Poor acquisition of basic skills in literacy and maths. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	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.
3	The school's assessments and observations indicate that the education and wellbeing 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, especially in writing and maths.
4	Access to resources that would supplement learning at home (e.g. books, internet, engaging educational visits, etc.) Access to extracurricular activities (e.g. musical tuition, sporting opportunities, after school clubs, school journey, etc) and providing opportunities for cultural capital.
5	Our attendance data over the last 3 years (which does include the 2 academic years impacted by Covid) indicates that attendance among disadvantaged pupils has been between 5 and 8% lower than for non-disadvantaged pupils. 30% of disadvantaged pupils have been 'persistently absent' compared to 9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Disadvantaged pupils to progress in line with national expectations for non-disadvantaged in writing and maths	Assessments and observations indicate significantly improved levels of writing and maths for disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and summative termly data.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023-2024 show that more than 80% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils.	KS2 maths outcomes in 2023-2024 show that more than 80% of disadvantaged pupils meet the expected standard.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys, and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Sustained high attendance demonstrated by: • the overall attendance rate for all disadvantaged pupils being 94%+, and the attendance gap between disadvantaged pupils to be no more than 2% • the percentage of disadvantaged pupils who have less than 95% attendance to be improved (currently 23% of all attendance concerns are PPG). Target 2023-2024, 15% of attendance concerns to be disadvantaged.

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: **£11,663**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic PIRA and PUMA assessments for summative assessment.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3
<p>Additional support offered in Reception class to support phonics through the Little Wandle ‘Keep Up, Catch Up’ programme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>DfE validated Systematic Synthetic Phonics programme</p>	1, 2, 3
<p>Embedding dialogic activities across the school curriculum.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic</p>	1, 2

<p>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Improve the quality of social and emotional (SEL) learning through the revamped curriculum, CPD for staff and the work of the Inclusion Lead to improve the well-being of all pupils, including the disadvantaged.</p>	<p>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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>The implementation of the new PSHE programme resulted in all pupils becoming more aware of mental health.</p>	3, 5
<p>Improve pedagogy and curriculum CPD for all teachers and support staff. high quality teaching to be prioritised throughout the school. Bespoke and well-tailored ECT programme for two ECTs in the school to provide good/outstanding teaching for excellent outcomes for all pupils.</p> <p>Additional CPD for overseas trained teachers to ensure a secure understanding of the curriculum.</p>	<p>Improvement in subject knowledge, pedagogical understanding and focus on high quality teaching for all teachers (especially ECTS) has proven to be a key ingredient of a successful school and support package for disadvantaged learners.</p> <p>EEF Professional-Development-Summary.pdf (educationendowmentfoundation.org.uk)</p>	1, 2, 3

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

Budgeted cost: **£5,896**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at pupils who require further phonics support including disadvantaged pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Teacher led small group intervention and targeted individual intervention led by Teaching Assistants.</p>	<p>Targeted interventions and universal approaches can have positive overall effects. A focus around targets and target</p>	1, 2, 4

	monitoring has led to the majority of these pupils to progress at a similar rate to non-disadvantaged pupils.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£4,986**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officer to liaise with EWO to discuss attendance of all pupils falling below 90% and all PPG pupils below 95%.</p> <p>PPG Lead to meet with parents to offer support and to challenge poor attendance record.</p> <p>Poor punctuality will be challenged and parents supported to overcome barriers to attending school regularly.</p>	<p>Robust attendance data tracking and monitoring systems allow patterns of absence to be scrutinised and then targeted interventions to be put in place. Regular attendance is linked to improved academic attainment as well as improved social and emotional wellbeing.</p> <p>An evidence informed approach to improving attendance</p>	All
<p>For finance not to be a barrier for success or school participation an increase the involvement of disadvantaged pupils in extracurricular activities, and participation in school trips/wraparound care, school journeys etc.</p>	<p>The inclusive nature of the school promotes all pupils' involvement in school life irrespective of their financial context.</p> <p>Pupils (families) with certain financial barriers have all successfully, in the past, participated in extracurricular activities of their choice. Parent survey outcomes have highlighted the benefits that arise from families being supported financially in various extracurricular activities.</p>	All

Total budgeted cost: £22,545

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 2022 to 2023 academic year.

Our evaluation of the impact of our activities has been based upon sources of evidence such as summative assessment data, staff and pupil voice and attendance data.

1. Disadvantaged pupils to progress in line with national expectations for non-disadvantaged in writing and maths.

EYFS outcomes: (2 PPG pupils in the cohort) 50% of PPG pupils achieved a good level of development.

Year 1 phonics outcomes: (2 PPG pupil in cohort) 100% of PPG pupils achieved the expected standard in the phonics screening check which was in line with the school average and above national.

Key Stage 1 outcomes: (1 PPG pupil in cohort) 100% of PPG pupils achieved the expected standard in Reading, Writing and Maths

Key Stage 2 outcomes: (4 PPG pupil in cohort); 75% achieved the expected standard in Reading, 75% in Writing and 50% in Maths

2. Improved reading attainment among disadvantaged pupils.

Reading attainment for PPG pupils decreased to 56% achieving at Age Related Expectations. (figure includes 4 pupils on the SEN register – 25% of PPG pupils)

3. Improved maths attainment for disadvantaged pupils.

Maths attainment for PPG pupils decreased to 38% achieving at Age Related Expectations. (figure includes 4 pupils on the SEN register – 25% of PPG pupils)

4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

None of the PPG pupils now receive intervention to support emotional wellbeing compared to 6 pupils across the school who are still receiving this.

57% of our PPG pupils attended after school clubs through school funding.

14% of our PPG attended breakfast club through school funding.

5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

PPG attendance for the year 2022 -2023 was 91%. Whole school attendance was 95%. Persistent absence for PPG children has increased significantly and is now the primary focus for the academic year 2023 -2024.

Externally provided programmes

Programme	Provider
Timestable Rockstars	Maths Circle
UR Brainy	Route One Network
Language Angels	Language Angels
Phonics Hero	Phonics Hero