

Maltese Road Primary School

Pupil premium strategy statement 2024-2025

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	Maltese Road Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	(14%) 30 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mr Joe Figg
Pupil premium lead	Mrs Faye White
Governor / Trustee lead	Mrs Amelie Ellis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,630
Recovery premium funding allocation this academic year	£0
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	£50,630

Part A: Pupil premium strategy plan

Statement of intent

At Maltese Road Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (Post LAC).
- Supporting pupils with parents in the armed forces.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- ❖ Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- ❖ Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- ❖ Target funding to ensure that all pupils have access to trips, residential trips, first hand learning experiences
- ❖ Provide opportunities for all pupils to participate in enrichment activities including sport and music
- ❖ Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify pupil progress meetings specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Lack of foundational skills and knowledge in the curriculum, these include: undeveloped oral language skills and limited understanding of vocabulary. Assessment indicates that attainment in phonics, reading, writing and maths among our disadvantage children is below non-disadvantage children.
2	Poor communication, language skills and social interaction skills. Some disadvantage children, especially in EYFS have lower starting point in Communication and Interaction skills when entering reception class.
3	Lack of opportunities to widen cultural experiences Some of our children have less opportunities for wider experiences causing a lack in culture capital in comparison to their non-disadvantaged peers. Some of our children from disadvantaged backgrounds may have financial difficulties.
4	Poor attendance, punctuality Regular punctual attendance is a challenge for a small minority of our disadvantage children
5	Developing the mental health and wellbeing A high proportion of our disadvantage pupils have emotional needs due to family circumstances and may require social, emotional and behavioural support. Many also lack confidence and self-esteem. Our observations and links to families suggested that there are issues with overcrowding or poor housing, which can have an adverse impact on sleep quality, punctuality, attendance of our disadvantage 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged pupils.	KS2 reading and writing outcomes in 2024/25 show that more disadvantaged pupils meet the expected standard and the gap is diminished compared to their non-disadvantaged peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more disadvantaged pupils meet the expected standard and the gap is diminished compared to their non-disadvantaged peers.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To improve access to wider life experiences for our disadvantaged pupils.	More children from disadvantaged families will go on school trips and take part in after school clubs that will enrich their lives.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by the overall absence rate for all pupils and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being 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: £24,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm Intervention Early Years/KS1 £100 x 36 = £3600 Training for staff and delivery of intervention LSA support time to run intervention for EYFS/Year 1 children	Pupils spoken language deficit effects their ability in Reading and Writing, which are below national expectations. Pupils who start at the school have low speech language and communication skills <i>Ongoing formative assessment</i> <i>Oral language interventions in school</i> <i>Parent Feedback</i> <i>Pupil Progress Meetings</i>	1&2
Continues purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils across EYFS - and KS2.	Continued training for all teaching and support staff. Phonics approaches have a strong evidence base that indicates high impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils (+5 months) <i>Rapid Catch-up programme is available for children in Year 2 and above who are not reading at the expected level for their age'</i>	1,2,3

£750 subscription Subsidising cost for group reading books	<i>Ongoing formative assessment</i> <i>Oral language interventions in school</i> <i>Parent Feedback</i> <i>Pupil Progress Meetings</i> <i>Phonics Toolkit Strand Education Endowment Foundation EEF</i>	
Structured maths intervention - Number Stack to be implemented across the school Teacher and LSA training <i>£25 per subscription</i> Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	Pupils' attainment in Maths is below national expectations by the end of Y6 Number Stacks is perfect as a whole-school intervention to help address gaps in understanding for pupils. With its Initial Assessments and Fluency Activities at the end of each video tutorial, it is easy to evidence progress as pupils work their way through the Key Skills. Renew subscription to White Rose maths planning resources. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <i>Maths_guidance_KS_1_and_2.pdf</i> (publishing.service.gov.uk) <i>Ongoing formative assessment</i> <i>Pupil Progress Meetings</i> <i>Pupil voice</i>	1 & 2
Cover teacher employed to release curriculum leaders HLTA	Continual improvement of the quality of the curriculum through lesson observation, book scrutiny and pupil voice	2,3

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

Budgeted cost: £ 12,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching (Education Psychology Service)	Pupils' attainment in reading, writing and maths is below national expectations by the end of Y6	1,5
Reading interventions up to 5 times a week-'little and often' approach. Cumulative learning.	Regular reading with individual children, particularly if they are not engaging with reading at home. EEF- 'Spaced learning' <i>Spaced learning</i> involves repeating material at defined	1,2,5

	<i>intervals, with unrelated activity in between, and has been shown in the lab to improve memory and retention.</i>	
Purple mash, online platform for KS2 pupils Set homework tasks that reinforce learning taking place in the classroom to enable children to remember more to learn more.	The average impact of homework is positive across both primary and secondary school. Pupils eligible for free school meals typically receive additional benefits from homework. <i>(Education Endowment Foundation)</i>	1,2,4
Clicker 8 LSA training and delivering programme	Pupils' attainment in Writing is below national expectations by end of Year 6 (72% 2023) (2/5 PPG pupils achieved Exs)	1,2
Purchase web based programs to be used in school at home. <ul style="list-style-type: none"> • Number stacks • TT Rockstars • Classroom secrets • White Rose maths • Spellingframe 	Children are able to engage with online activities at home and provide parents with a different way to support their child. <i>EEF – clear evidence technology approaches are beneficial for writing and maths practice.</i>	1,2,5

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

Budgeted cost: £ 13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-Being mentor	Pupils who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum and develop resilience. Wellbeing reflects what people think and feel about their lives, such as the quality of their relationships, their positive emotions and resilience, the realisation of their potential, or their overall satisfaction with life. It is closely related to happiness, positive mental health and quality of life.	3,4

	<i>(VCSE health & wellbeing alliance)</i>	
To allow for a range of real-life experiences	Evidence suggests that the cultural capital passed on through families' helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal. (Cultural Learning Alliance)	3,4
Family Support worker employed to support families	Children are identified as being persistently absent. Children with poor attendance do not perform as well as children with good attendance Parents play such an important role in supporting attendance , which is why it's key that the school communicates with parents the impact absence	3,4
Extra-curricular activities eg <i>music tuition, sports clubs, enrichment days</i>	Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum Children from lower income families may not be able to participate in extra-curricular activities such as music tuition or sports	3,4
Parental workshops	Positive parental engagement can support pupils progress and attendance Positive parental engagement can support pupil progress and attendance EEF Tool Kit EEF Guide to Pupil Premium Effective communication with parents will play a vital part in linking the school to the home, particularly in relation to any future localised lock downs. Plan and review all channels of communication to ensure these impact sufficiently upon pupils and wider engagement	1,2,3,4,5

Total budgeted cost: £ 50,630

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.



Steps Progress Between Terms
Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (182 pupils)

	No.	%	Average of Displayed Subjects			Reading		
			Sum2 22-23	Sum2 23-24	Progress	Sum2 22-23	Sum2 23-24	Progress
All Pupils	182	100.0	51.8	57.2	5.4	51.8	57.2	5.4
Males	87	47.8	51.1	56.7	5.6	51.1	56.7	5.6
Females	95	52.2	52.5	57.7	5.2	52.5	57.7	5.2
FSM	24	13.2	48.7	54.6	5.9	48.7	54.6	5.9
Not FSM	158	86.8	52.4	57.7	5.3	52.4	57.7	5.3
Pupil Premium	31	17.0	48.9	54.7	5.8	48.9	54.7	5.8
Not Pupil Premium	151	83.0	52.6	57.8	5.2	52.6	57.8	5.2
SEN Support	18	9.9	50.2	55.4	5.2	50.2	55.4	5.2
Education, health and care plan	3	1.6	40.0	45.0	5.0	40.0	45.0	5.0
Not SEN	161	88.5	52.3	57.7	5.4	52.3	57.7	5.4

Key

Greater than 5 points progress



Steps Progress Between Terms
Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (182 pupils)

	No.	%	Average of Displayed Subjects			Writing		
			Sum2 22-23	Sum2 23-24	Progress	Sum2 22-23	Sum2 23-24	Progress
All Pupils	182	100.0	51.2	56.1	4.9	51.2	56.1	4.9
Males	87	47.8	50.2	55.4	5.2	50.2	55.4	5.2
Females	95	52.2	52.1	56.8	4.7	52.1	56.8	4.7
FSM	24	13.2	47.6	51.6	4.0	47.6	51.6	4.0
Not FSM	158	86.8	51.9	56.9	5.0	51.9	56.9	5.0
Pupil Premium	31	17.0	47.9	52.1	4.2	47.9	52.1	4.2
Not Pupil Premium	151	83.0	52.1	57.1	5.0	52.1	57.1	5.0
SEN Support	18	9.9	48.8	52.5	3.7	48.8	52.5	3.7
Education, health and care plan	3	1.6	39.5	43.0	3.5	39.5	43.0	3.5
Not SEN	161	88.5	51.8	56.9	5.1	51.8	56.9	5.1

Key

Greater than 5 points progress



Steps Progress Between Terms
Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (182 pupils)

	No.	%	Average of Displayed Subjects			Mathematics		
			Sum2 22-23	Sum2 23-24	Progress	Sum2 22-23	Sum2 23-24	Progress
All Pupils	182	100.0	52.1	57.1	5.0	52.1	57.1	5.0
Males	87	47.8	51.4	56.8	5.4	51.4	56.8	5.4
Females	95	52.2	52.8	57.5	4.7	52.8	57.5	4.7
FSM	24	13.2	49.7	54.3	4.6	49.7	54.3	4.6
Not FSM	158	86.8	52.6	57.6	5.0	52.6	57.6	5.0
Pupil Premium	31	17.0	50.0	54.6	4.6	50.0	54.6	4.6
Not Pupil Premium	151	83.0	52.7	57.8	5.1	52.7	57.8	5.1
SEN Support	18	9.9	51.2	55.6	4.4	51.2	55.6	4.4
Education, health and care plan	3	1.6	41.5	45.5	4.0	41.5	45.5	4.0
Not SEN	161	88.5	52.4	57.6	5.2	52.4	57.6	5.2

Key

Greater than 5 points progress

Steps Progress Between Terms

Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (182 pupils)

			Average of Displayed Subjects			Science		
	No. ↕	% ↕	Sum2 22-23 ↕	Sum2 23-24 ↕	Progress ↕	Sum2 22-23 ↕	Sum2 23-24 ↕	Progress ↕
All Pupils	182	100.0	51.8	56.5	4.7	51.8	56.5	4.7
Males	87	47.8	51.0	55.6	4.6	51.0	55.6	4.6
Females	95	52.2	52.5	57.4	4.9	52.5	57.4	4.9
FSM	24	13.2	50.4	55.2	4.8	50.4	55.2	4.8
Not FSM	158	86.8	52.0	56.8	4.8	52.0	56.8	4.8
Pupil Premium	31	17.0	50.6	55.4	4.8	50.6	55.4	4.8
Not Pupil Premium	151	83.0	52.1	56.8	4.7	52.1	56.8	4.7
SEN Support	18	9.9	51.5	56.8	5.3	51.5	56.8	5.3
Education, health and care plan	3	1.6	41.0	42.0	1.0	41.0	42.0	1.0
Not SEN	161	88.5	52.0	56.8	4.8	52.0	56.8	4.8

Key

Greater than 5 points progress

Intended outcome 2023 2024	Success Criteria	Intent for 2024-2025
Pupils eligible for PPG will have attainment in line or higher than those not eligible for PPG in writing reading and maths	The percentage of PPG pupils meeting the expected standard in writing, reading and maths by the end of KS2	Achieve outcomes of reading writing and maths in-line with, or above, national average by the end of KS2 To make 6 points progress from the pupils starting points
Rising Standard Phonics	Achieve outcomes in-line with non PPG pupils and in-line or above national average of pupils inY1 passing Phonics screening	phonic scheme introduced to support teaching and learning of phonics
Pupils eligible for PPG attendance to be in line or higher than the national average (96%)	Attendance awards and individually recognition. Successful attendance meets with parents and SLT. Ensure attendance of disadvantaged pupils is at least 96%	To increase to national average 96% in 2024-2025 Attendance of disadvantage pupils 96%
A home school link supports pupils and families, identified as vulnerable or in need, supporting Mental health and wellbeing.	Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.	Continue to develop independence, ,perseverance and resilience towards learning
Wider Curriculum opportunities	Children have access to wider experiences to broaden their curriculum entitlement	Teachers to plan curriculum to be inclusive for all pupils to access. Provide enriching activities to support pupils understanding and learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	Maths Circle Ltd
Collins Big Cat reading	Collins Big Cat
Espresso coding	Discovery Education
Spellingframe	Spellingframe.co
White Rose Hub	White Rose Maths
Class Dojo	Class Dojo provider
Schools Library Service	Essex County Council
Little Wandle Phonics Scheme	Letter and Sounds
Inspire Education/Inspire Literacy	Explore