

Maltese Road Primary School

Pupil premium strategy statement 2023-2024

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	209
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)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022 October 2023 October 2024
Statement authorised by	Mr Joe Figg
Pupil premium lead	Mrs Faye White
Governor / Trustee lead	Mrs Jennifer Harold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,740
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	£40,740

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
- ❖ Provide supportive strategies such as improving feedback, peer tutoring, collaborative learning.
- ❖ 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 phonics, reading, writing and maths
2	Poor language skills and social interaction skills – narrow vocabulary
3	Lack of opportunities to widen cultural experiences
4	Poor attendance, punctuality and parental support
5	Developing the mental health and wellbeing of all 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
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
Rising Standard Phonics	Achieve outcomes in-line with non PPG pupils and in-line or above national average of pupils in Y1 passing Phonics screening
Pupils have the essential knowledge and skills needed to prepare them for future success. Wider curriculum opportunities	Pupils have increased knowledge, skills and education across a variety of subjects Pupils are exposed to a range of experiences that they may not otherwise have had.
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%
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.

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
<p>Wellcomm Intervention Early Years/KS1</p> <p>Training for staff and delivery of intervention</p>	<p>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</p> <p><i>Ongoing formative assessment</i> <i>Oral language interventions in school</i> <i>Parent Feedback</i> <i>Pupil Progress Meetings</i></p>	<p>1,2,3</p>
<p>Number Stack to be implemented across the school</p> <p>Teacher and LSA training</p>	<p>Pupils' attainment in Maths is below national expectations by the end of Y6</p> <p>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.</p> <p><i>Ongoing formative assessment</i> <i>Pupil Progress Meetings</i> <i>Pupil voice</i></p>	<p>1</p>
<p>Little Wandle Phonics programme to be implemented across EYFS and KS1</p> <p>Teacher and LSA training</p> <p>Regular phonic session in EYFS and KS1</p> <p>Phonic rich learning environment to consolidate learning in the classroom and</p>	<p>Phonics is effective in supporting children in mastering the basics of reading.</p> <p><i>Teacher led phonic teaching is more effective that digitally based phonic (Education Endowment Foundation)</i></p> <p><i>Phonic Screening Check Results</i> <i>Ongoing formative assessment</i> <i>Oral language interventions in school</i> <i>Parent Feedback</i> <i>Pupil Progress Meetings</i></p>	<p>1</p>

support independent reading skills.		
Training for all staff in the new 'Little Wandle' phonic programme	Confidence in staff in delivering the phonics programme. <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
EYFS Statutory Framework Training for all teachers and LSAs to ensure all staff understand the starting points for the children they teach and how this supports the curriculum further up the school, ensuring good or better progress for children.	EYFS promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. <i>Staff Feedback</i> <i>EYFS baseline assessment</i> <i>Pupils progress</i>	1,2,3,5
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: £ 2,500

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' involves repeating material at defined intervals, with unrelated activity in between, and has been shown in the lab to improve memory and retention.</i>	1,2,5

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's 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. <i>(VCSE health & wellbeing alliance)</i>	3,4
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	3,4

	<p>education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal.</p> <p>(Cultural Learning Alliance)</p>	
<p>Family Support worker employed to support families</p>	<p>Children are identified as being persistently absent. Children with poor attendance do not perform as well as children with good attendance</p> <p>Parents play such an important role in supporting attendance, which is why it's key that the school communicates with parents the impact absence</p>	<p>3,4</p>
<p>Extra-curricular activities eg <i>music tuition, sports clubs, enrichment days</i></p>	<p>Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum</p> <p>Children from lower income families may not be able to participate in extra-curricular activities such as music tuition or sports</p>	<p>3,4</p>
<p>Parental workshops</p>	<p>Positive parental engagement can support pupils progress and attendance</p>	<p>1,2,3,4,5</p>

Total budgeted cost: £ 40,740

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.

Intended outcome	Success Criteria	Impact	Intent 2023-2024
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	KS2 cohort Reading 84% Writing 75% Maths 81% RWMC 69% PPG 5 pupils Reading 40% Writing 40% Maths 60% RWMC 40%	Achieve outcomes in-line with, or above, national average by the end of KS2 To make 6 points attainment 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	Y1 phonics screening 87% 70% PPG pupils passed PSC increased from 83% 2022	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%	Attendance rate nationally was 94.76% Attendance of disadvantage pupils was 88.65 % (NB figure is low due to a child with extreme anxiety not able to attend school – LA Attendance officers aware of child)	To increase to national average 96% in 2023-2024 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.	Children have developed more resilience and independence towards their learning, choosing more challenging task. Regular weekly session with the Trust FSW to teaching coping strategies and skills to deal with barriers to life and learning	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