

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	Maltese Road Primary
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	(17%) 35
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
Statement authorised by	Mrs Faye White
Pupil premium lead	Mrs Faye White
Governor / Trustee lead	Mrs Jennifer Harold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,350
Recovery premium funding allocation this academic year	£4,350
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	£47,700

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 (PLAC).
- 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 reading, writing and maths
2	Poor language skills – narrow vocabulary
3	Lack of opportunities to widen cultural experiences
4	Poor attendance 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
Pupils exposed rich, exciting and engaging curriculum offer for all, including vocabulary	Deepen thinking and develop rich vocabulary to have a greater understanding of subjects. To develop success by, knowledge of self, knowledge of strategies and knowledge of task
Pupils benefit from being more educationally equal to their peers and have the essential knowledge needed to prepare them for future success.	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: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nuffield Early Language Intervention (NELI)</p> <p>EYFS Teacher and LSA training</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>The effectiveness of NELI, a language support programme designed to improve children’s vocabulary, listening and narrative skills</i></p> <p><i>Ongoing formative assessment</i></p> <p><i>Oral language interventions in school</i></p> <p><i>Parent Feedback</i></p> <p><i>Pupil Progress Meetings</i></p>	1,2,3
<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></p> <p><i>Pupil Progress Meetings</i></p> <p><i>Pupil voice</i></p>	1,5
<p>New Phonics programme to be implemented across EYFS and KS1</p> <p>Teacher and LSA training</p>	<p>Phonics is effective in supporting children in mastering the basics of reading.</p> <p>Teacher led phonic teaching is more effective that digitally based phonic (<i>Education Endowment Foundation</i>)</p> <p><i>Phonic Check Results</i></p>	1,2,3

Regular phonic session in EYFS and KS1 Phonic rich learning environment to consolidate learning in the classroom and support independent reading skills.	<i>Ongoing formative assessment</i> <i>Oral language interventions in school</i> <i>Parent Feedback</i> <i>Pupil Progress Meetings</i>	
EYFS New 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	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: £ 16,200

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. <i>EEF- 'Spaced learning' 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
Mirodo online platform for KS2 pupils	The average impact of homework is positive across both primary and secondary school.	1,2,4

Set homework tasks that reinforce learning taking place in the classroom to enable children to remember more to learn more.	Pupils eligible for free school meals typically receive additional benefits from homework. <i>(Education Endowment Foundation)</i>	
LSA led recovery programme to provide small group tuition	Taking the planned, sequenced curriculum as a starting point, you should prioritise teaching missed content that will allow pupils to make sense of later work in the curriculum. This includes key knowledge, skills, vocabulary, concepts, and the links between concepts. <i>(Teaching a Broad and Balance Curriculum for Education Recovery DfE June 2021)</i> <i>Teacher Summative Assessment</i> <i>Pupil progress meetings</i>	1,4
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: £ 14,500

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	3,4

	related to happiness, positive mental health and quality of life. <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	3,4
	Children from lower income families may not be able to participate in extra-curricular activities such as music tuition or sports	

Total budgeted cost: £ 47,700

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. Spending plans and school activity were significantly impacted by the ongoing Covid-19 pandemic.

Year 2 June 2021

	Number in Class	No/% at ARE	No/% at GD	Number of PPG in Class	No/% at ARE	No/% at GD
Reading	30	25 83%	9 30%	2	0	0
Writing	30	22 73%	6 20%	2	0	0
Maths	30	23 77%	8 27%	2	0	0
RWM	30	22 73%	5 17%	2	0	0

Year 6 June 2021

	Number in Class	No/% at ARE	No/% at GD	Number of PPG in Class	No/% at ARE	No/% at GD
Reading	29	28 96%	14 48%	7	6 88%	2 29%
Writing	29	25 86%	10 34%	7	5 71%	2 29%
Maths	29	25 86%	13 45%	7	5 71%	2 29%
RWM	29	22 76%	9 31%	7	4 57%	2 29%

Strategy aims for disadvantaged pupils 2020 2021

1	A rich, exciting and engaging curriculum offer for all	
2	To improve reading fluency, Writing skills and maths number skills of PP pupils to be in line with non PP pupils	
3	Emotional literacy to be developed across the school	
4	Supporting those most disadvantaged children on their return to school after Lockdown.	

Quality of teaching for academic year 2020 2021

Action	Intended outcome	Estimated impact: Did you meet the success criteria?	cost
A rich, exciting and engaging curriculum offer for all	<ul style="list-style-type: none"> • Broader creative curriculum delivered throughout the school ensures progression of skills. • Embed a well-designed curriculum so that pupils learn to be a geographer, historian, scientist • Professional development for teachers and LSA support • Quality first teaching • In class LSA support, focussed on those who require additional help to meet the required standard. • Clear differentiation in lessons prompting depth and challenge. 	<p><i>A cover teacher employed to release subject leaders to monitor subject by book scrutinises and pupil voices. Curriculum maps and concept grids were developed to ensure good progression of skills to allow children to develop and embed.</i></p> <p><i>Resources (artefacts) were purchased to enrich the children's learning in a range for subjects to include RE and curriculum themed topics such as the Romans and Ancient Greece.</i></p> <p><i>New reading books have been purchased for KS2 to broaden the children choices of authors and expand vocabulary</i></p>	<p>£8,000</p> <p>£1,000</p>
Pupils eligible for PPG will have attainment in line or higher than those not eligible for PPG in reading writing and maths	<ul style="list-style-type: none"> • Professional development for teachers and LSA support • Focussed intervention work • Developing reading in school – OTTER Time, whole class reading, teacher reading to class across the school. • clear sequencing of lessons using a structure method of teaching <p>Small group funded catch up learning programme</p>	<p><i>Due to COVID 19 restrictions CPD training on developing reading was postponed.</i></p> <p><i>See Results grid for Y2 and Y6</i></p> <p><i>A cover teacher employed to release teachers to lead small group catch up learning</i></p>	<p>£16,000</p>

Targeted support for academic year 2020 2021

Action	Intended outcome	Estimated impact: Did you meet the success criteria?	cost
Improve the reading writing and maths in Y5	<ul style="list-style-type: none"> • Monitor and track in PP pupils in this cohorts • Quality first teaching • In class LSA support, focussed on those who require additional help to meet the required standard. • Precision teaching of reading sight words • Small group Reciprocal reading intervention for Y4 • Daily 1:1 readers • Small group focused work • Spring board maths intervention or first class maths (focussed) • reading boosters once a week 	<p><i>A cover teacher was employed to release the class teacher to provide small group targeted catch up programs, from year 2 to year 6 with a focus on reading (fluency), writing (grammar) and maths (number).</i></p>	<p>£16,000</p>

	<ul style="list-style-type: none"> Small group funded catch up learning programme 		
Improve attendance rate for PPG pupil	Monitor and track the attendance of all pupil in school	<i>Unable to monitor with accuracy the attendance, as it was so erratic due to the pandemic of isolation and lockdown during the Spring term.</i>	

Other approaches (wider curriculum) for academic year 2020 2021

Action	Intended outcome	Estimated impact: Did you meet the success criteria?	cost
Provide financial support for pupils eligible for PP for visits and events	Inform parents of the availability of financial assistance	<i>Due to COVID 19 restrictions all visits and school events were cancelled, although Y6 were able to go on activity day at Danbury Outdoor centre, which the school was able to provide funding to enable all children eligible for PP were able to attend.</i>	£420
Provide PP pupils with extra resources to assist in school and home	Provide books and equipment PP pupils can borrow with learning	<i>GCP books in reading and maths reasoning were purchased to support remote learning offer, whilst school were closed due to COVID 19 restrictions. Extra remote virtual lessons were delivered to support our most vulnerable children. Learning platforms were purchased to support the remote learning offer</i>	£1000
Provide emotional and wellbeing support for our vulnerable families	1:1 sessions with schools child and family support worker	<i>The work of our children and family support work was even more crucial this year to support the children and families returning to school after lockdown. Our FSW has supported families with food vouchers and food bank parcels, given support with housing and provided our vulnerable children with play therapy sessions to express and understand their emotions.</i>	£1,200

Total budget cost £ 29,200

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
Mirodo	Mirodo Education
Collins Big Cat reading	Collins Big Cat
Espresso	Discovery Education
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	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • 1:1 support for social and emotional needs • Support in meeting other service children via zoom meetings • Opportunity to speak to parents on tour via zoom
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> • Children were supported with their mental health and well-being needs • Children were supported in their learning and made good progress in their learning