

# 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	Mayespark Primary School
Number of pupils in school	694
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	
Pupil premium lead	Lee Radmore
Governor / Trustee lead	Derryck Blackman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,128
Recovery premium funding allocation this academic year	£21,124
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£215,252</b>

# Part A: Pupil premium strategy plan

## Statement of intent

All children have faced significant challenges throughout the last 2 years with facing a national pandemic. No matter what their background or what challenges they face, we aim for every child to progress and attain as high as they possibly can.

National statistics suggest that the children most impacted by the lockdowns, as a result of Covid-19, are those that are vulnerable and/or disadvantaged. Our pupil premium strategy has been written with this in mind as we aim to provide support and guidance in giving these children the best possible opportunity to succeed.

Research from the Education Endowment Fund (EEF) claims that the most important and effective strategy to close the gap between disadvantaged and non-disadvantaged pupils is a focus on high-quality teaching. This, along with an emphasis on the teacher–pupil relationship is at the very heart of the strategies we have outlined in this report. Teacher’s knowledge of the pupil’s in their class and the gaps in learning along with opportunities to close them will be critical to closing the attainment gap between disadvantaged and non-disadvantaged pupils. Crucially, however, it is our intention that every pupil should make progress and attain as high as they are able no matter what their barriers to learning may be.

Our assessment processes in school are robust and allow us to identify the gaps in learning for all pupils. This formative approach is also used to identify the needs of pupil groups and individuals based on their answers in tests and teacher observation in lessons. We then use this information to respond strategically to the needs of the pupils ensuring that every child has opportunities to close the gaps in their understanding. Our policy, in line with research, is that live feedback has the biggest impact on learning.

Reading remains a focus for school improvement and this includes the development of vocabulary and a clear understanding of the reading skills required to fully understand the texts being read.

The approaches we have suggested in this report are well researched and devised with the needs of our children at the centre. There has been input from the senior leadership team and class teachers. Some of the strategies are suggestions made by external advisors who have visited the school and understand the needs of our pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Our monitoring and assessments suggest that there is a lack of consistent and high-quality reading at home. Our monitoring also showed that a number of children were not reading books appropriate to their reading age.
2	Our data across the school shows a downward trend in the number of children attaining ARE or above in reading over the last 3 years: 2018/19 = 77% Disadvantaged = 71% 2019/20 = 63% Disadvantaged = 67% 2020/21 = 61% Disadvantaged = 63% We have changed our approach to teaching whole class reading.
3	Assessments, monitoring, observations, and discussions with pupils indicate vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to year 6 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Assessments in EYFS along with monitoring and observations show that children begin their schooling with poor PSED and language skills
5	Discussions with children and observations demonstrate that children have limited life experiences leading to a lack of cultural capital and aspiration. This has been further impacted by the pandemic.
6	Since the start of the pandemic, there has been an increased focus on the social and emotional development of children. We have a number of vulnerable families who have required further support.

## 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
To improve the consistency and quality of reading taking place at home and school	-Reading record monitoring will show that reluctant readers are reading more regularly -Monitoring will show that children are reading age appropriate books -Monitoring will demonstrate an improvement in the quality of texts being read
To improve the outcomes in reading	-Teacher assessment data will show an improvement in outcomes for reading

	<ul style="list-style-type: none"> <li>-Internal test data will show an upward trend in outcomes for reading</li> <li>-Book band tracking will show that children's reading ages are increasing</li> <li>-Drop-ins and test data will show that 'Destination Reader' has had a positive impact on outcomes.</li> </ul>
Children will have wider vocabulary and knowledge of the meanings of subject specific vocabulary	<ul style="list-style-type: none"> <li>-Discussions with children and lesson drop-ins will show that teachers are including a wide range of new vocabulary in the classroom</li> <li>-Test analysis will demonstrate an improvement in the answering of vocabulary focused questions</li> <li>-Monitoring of planning and books will show that vocabulary is being planned for and taught as part of each subject.</li> </ul>
Children in EYFS will make improved progress in PSED	<ul style="list-style-type: none"> <li>-Teachers will complete the baseline assessments and use this as an opportunity to gain an understanding of the 'on entry' attainment levels of the children</li> <li>-Data drops throughout the year will show an improvement in attainment in PSED</li> <li>-Monitoring of planning, drop ins and observation of the children will demonstrate that PSED is being developed throughout the year.</li> </ul>
Children will have improved life experiences that positively impact their well-being and cultural capital.	<ul style="list-style-type: none"> <li>-Monitoring of planning and children's books will show that there are opportunities in the curriculum to expand the children's life experiences.</li> <li>-Extra-curricular experiences are varied and well attended</li> <li>-Children will be attending a range of educational visits that allow them to build their cultural capital. Discussions with the children will demonstrate this.</li> <li>-Children will be nurtured leading to fewer behaviour incidents and improved attendance.</li> </ul>

## 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: £91,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individual termly pupil progress meetings for all staff. Prior to progress meetings, data will be analysed and children will be identified who are not making adequate progress</p> <p>All class teachers will meet with a member of our senior leadership team to discuss barriers to learning and identify clear next steps</p>	<p>‘Once you have gauged the performance of your disadvantaged pupils against national benchmarks, for pupils whose attainment is below age-related expectations, you should examine what could be hindering their attainment.’</p> <p>EEF  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	2,3,4
Tailored staff training to raise quality of teaching and learning	<p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’</p> <p>EEF  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p>	2,3,4
‘Destination Reader’ purchased as a recommended approach to teaching reading	<p>‘Destination Reader focuses on developing learning behaviours that up-level children’s discussions. Feedback from over 100 schools currently using Destination Reader has shown dramatic improvement in the quality of reading lessons at KS2. Children read with greater understanding, independence and, above all, enjoy reading more.’</p> <p><a href="https://www.hackneyservicesforschools.co.uk/product/destination-reader-school">https://www.hackneyservicesforschools.co.uk/product/destination-reader-school</a></p>	2,3

Leadership time in monitoring the planning, teaching and assessment of reading. This includes the monitoring of reading at home	<p>An instructional leader promotes common approaches to factors such as teaching and behaviour management in the school, monitors teaching, and makes sure that professional development focuses on teaching and learning. In many cases, instructional leaders start the process of school improvement by implementing a particular initiative promoting a particular curricular or pedagogical approach.</p> <p>Ofsted framework 2019</p>	2,3,4
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one conferencing carried out by class Teachers with children in Year R-6	<p>1-on-1 conferencing works during formative and summative stages of the educational process.</p> <p>The Art of Education University  <a href="https://theartofeducation.edu/2016/08/29/bring-benefits-1-1-conferencing/">https://theartofeducation.edu/2016/08/29/bring-benefits-1-1-conferencing/</a></p>	1,2,3
Individual reading practice. Children who do not read regularly at home will be identified by class teachers. A support member of staff will hear individual readers weekly, practising decoding and comprehension	<p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-</a></p>	1,2

	<a href="#">learning-toolkit/reading-comprehension-strategies</a>	
Reading plus purchased as a method for assessment and intervention	<p>The Reading Plus program is designed to help students of all abilities become the best readers they can be. The program is based on the latest reading research from leading experts as well as academic and research institutions</p> <p><a href="https://f.hubspotusercontent00.net/hubfs/2086007/Theoretical-Framework-Foundational-Research_16-Pages_20210310.pdf">https://f.hubspotusercontent00.net/hubfs/2086007/Theoretical-Framework-Foundational-Research_16-Pages_20210310.pdf</a></p>	1,2,3
Change to book banded system and the purchase of books to support this	<p>‘Quality levelled reading schemes help to build the fluency, stamina, confidence and the important reading skills that children need before they move on to a wider range of books. Supporting notes and resources can help teachers with effective questioning and promote discussion. Linked resources are often provided to enable parents to work more effectively with their children at home.’</p> <p>Oxford Reading Owl – Building an outstanding reading school</p> <p><a href="https://cdn.oxfordowl.co.uk/2017/04/21/10/51/51/265/bp_osi_buildingoutstanding.pdf">https://cdn.oxfordowl.co.uk/2017/04/21/10/51/51/265/bp_osi_buildingoutstanding.pdf</a></p>	1,2,3
Leadership focus time for robust assessment and gap analysis to ensure that interventions are focused for pupils entitled to pupil premium funding.	<p>Teachers can use assessment to help them plan lessons, adapt lessons to measured gaps in knowledge and skills, and if necessary re-teach where problems persist. To do this effectively requires pupils to be assessed at the start of a unit of learning, so that instruction can be adapted to the level that pupils are starting from.</p> <p>Ofsted framework 2019</p>	2,3,4
Speech and language therapy. Focus children will be identified. Individualised programmes will be designed and delivered ensuring pupils’ language development.	<p>Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.</p> <p>EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-</a></p>	3,4

	<a href="#">learning-toolkit/oral-language-interventions</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Systematically track parents' attendance at parents' evening	<p>'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.'</p> <p>EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> </p>	1
Art therapy. Regular weekly sessions will be provided to vulnerable and disadvantaged pupils experiencing mental health issues	<p>'Pupils with better health and wellbeing are likely to achieve better academically.'</p> <p>Public Health England  'The link between pupil health and wellbeing and attainment A briefing for head teachers, governors and staff in education settings'  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</a> </p>	5,6
Pastoral care provided through Our Space provision. Learning mentors will be assigned to work with specific pupils in need of additional pastoral care	<p>Teaching learning behaviours will reduce the need to manage misbehaviour.</p> <p>EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a> </p>	5,6
Subsidised before and after school childcare for working parents. Pupils will be provided with a nutritious afternoon snack / breakfast and more parents will be able to	<p>Before the coronavirus pandemic, as many as 1.7 million children in the UK were living with food insecurity, at risk of hunger in the morning, according to government figures.* Then, in the 6 months March-August 2020, the Food Foundation reported that 2.3 million</p>	5,6



work, providing greater financial stability for their family	<p>children were living in households that had experienced food insecurity.</p> <p><a href="https://www.magicbreakfast.com/why-we-are-needed">https://www.magicbreakfast.com/why-we-are-needed</a></p>	
Subsidise residential visits to PGL and France. Both residential visits will be heavily subsidised and parents will be able to pay a contribution in small instalments ensuring affordability	<p>Leaders adopt or construct a curriculum that is ambitious and designed to give learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.<sup>1</sup></p> <p>Ofsted framework 2019</p>	5
Subsidise educational visits. Parents unable to afford the cost of an educational visit will be asked to make an affordable contribution		5
Peripatetic music tuition. All children have access to private instrumental tuition	<p>A steady routine can help provide stability in a child's life, which can give children and young people a sense of security and help reduce stress. Here are some tips you can suggest to parents and carers you work with:</p> <ul style="list-style-type: none"> <li>• plan regular weekly activities, such as seeing friends and relatives or taking part in a club or hobby</li> </ul> <p><a href="https://learning.nspcc.org.uk/child-health-development/promoting-mental-health-wellbeing">https://learning.nspcc.org.uk/child-health-development/promoting-mental-health-wellbeing</a></p>	5
Parent Support Advisor (PSA) in place to help improve attendance through family support	<p>The importance of parent engagement in children's learning is widely acknowledged (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017).</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/ParentalEngagement-EvidencefromResearchandPractice.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/ParentalEngagement-EvidencefromResearchandPractice.pdf</a></p>	1,5,6
ELSA trained LSA's are to work with identified children.	The ELSA programme is a targeted intervention aimed at developing the	6

	<p>social and emotional skills of primary and secondary school aged children.</p> <p><a href="https://www.elsanetwork.org/elsa-network/other-research/">https://www.elsanetwork.org/elsa-network/other-research/</a></p>	
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**Total budgeted cost: £ 216,000**

## 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.

Throughout the last two academic years, we have been working hard to identify and reduce the impact of the COVID-19 pandemic on all of our families.

Our internal assessments, both teacher assessment and standardised test data, during the 2020-2021 academic year indicate that a lower percentage of disadvantaged pupils are meeting age related expectations in reading and writing:

<b><u>2019-2020</u></b>	<b><u>2020-2021</u></b>
Reading 67%	Reading 63%
Writing 61%	Writing 54%
Maths 64%	Maths 66%

The introduction of the mastery approach to teaching maths would have been a key factor in the improvement in outcomes for disadvantaged pupils. Therefore, we are taking a similar approach to the teaching of reading using a programme called 'Destination Reader.' We believe that we will see positive outcomes over the next three academic years.

We have not been able to implement some of the intended strategies for recovery due to further lockdowns in January and having to strictly work within the tight restrictions caused by COVID-19. Teacher conferencing and interventions have been limited along with the use of additional staff. We have had to adapt our approach throughout. For example, we identified that a number of children were not well resourced at home with books, paper, pencils and other resources. So, we put packs together for the children to take home before lockdown in order to encourage more engagement with home learning. We changed our home learning offer to include more videos from the teachers which required improved technology along with Google classroom subscription which certainly increased the interaction of all pupils.

Attendance has remained consistent throughout the year for disadvantaged pupils and has been above the national outcomes. There has been a slight decline since September but this is believed to have been due to the change in the way absence is coded when children are absent with cold symptoms awaiting PCR test results.

The overall impact on wellbeing and behaviour has become more evident throughout the year. There has been an increase in emotional support required for children and

families as we have witnessed an increase in safeguarding issues. The nurture space and art therapy sessions have been full and targeted interventions for specific pupils have been utilised to support emotional regulation. We will continue to build and develop this approach with the use of the learning mentors.

## 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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*