

Muskham Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--|
| Number of pupils in school | 163 |
| Proportion (%) of pupil premium eligible pupils | 10.9% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-25 (Sep 22 to Sep 25) |
| Date this statement was published | November 2023 Reviewed September 2024 |
| Date on which it will be reviewed | July 2024 July 2025 |
| Statement authorised by | A. Crossland |
| Pupil premium lead | A. Crossland |
| Governor / Trustee lead | A. Allsop |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | FSM 11- £16, 280 FSM 2 for 1 term. - £986.66 Post -LAC & LAC – 3 -£7710 Total = £24,976 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year | £24,976 |

Part A: Pupil premium strategy plan

Statement of intent

At Muskham Primary all members of staff and the governing body are committed to meeting our 'disadvantaged pupils' pastoral, social and academic needs within a caring and nurturing environment. We aim for every child to develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential.

High-quality teaching is at the heart of our approach, with a focus on areas in which our disadvantaged pupils require the most support. 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.

The progress and attainment of all children is carefully tracked through the utilisation of standardised assessments. Learning gaps are identified through formative and summative assessment, and discussed in detail during termly "Pupil Progress Meetings". As a result, interventions are identified and planned for.

In addition to gaps in knowledge, other barriers are identified such as social and emotional needs and attendance. Interventions are identified through ELSA, Health & Family Support, Springboard or the Bassetlaw Behaviour Partnership. Interventions include Trauma & attachment, Theraplay and Multi-sensory breaks.

Providing a wider culture of opportunity which aims to balance inequalities in the experience of children from different backgrounds is fundamental. Examples of funding allocation for this purpose includes support with the cost of educational trips and residentials, musical tuition, and, when needed, uniform purchase and transport costs to school.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Identified Special Educational Needs (27% of our disadvantaged children have SEN) |
| 2 | <i>Speech and language, & social communication difficulties.</i> |
| 3 | Social, emotional & mental health difficulties due to split families/ family traumas |

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| 4 | Gaps in knowledge, including non-negotiables. |
| 5 | A lack of parental engagement in learning at home affecting progress and attainment in reading in particular. |
| 6 | A lack of cultural capital through limited experiences, affecting comprehension skills. |
| 7 | Lower attendance than their non-disadvantaged counterparts. |

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 |
|---|---|
| All disadvantaged children to make at least expected progress | KS1 and 2 tests demonstrate that at least expected progress has been made. |
| Disadvantaged children in EYFS & Yr 1 make accelerated progress in Phonics | In 2024, 3 out of the 4 children pass the Yr 1 Phonics test. 2025 All disadvantaged children pass the Yr 1 Phonics screening test. |
| All disadvantaged children attain national expectations in Reading, Writing & Maths | All children attain expected levels of attainment in the 2024 SAT's |
| Attendance of disadvantaged children improves | All disadvantaged pupils attend at least 95% of the time; The gap between attendance of disadvantaged and non-disadvantaged is closed. |
| PP children have the tools to self-regulate | Improved learning behaviour |

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: £ 21,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

| | | |
|---|---|-------------|
| Purchase of standardised diagnostic assessments (NFER) | EEF: 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. | 1,2,4,5,6 |
| Replenishment of ELS books and resources to support the DfE approved Phonics scheme | EEF: 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: | 4 & 5 |
| CPD in the teaching of Phonics for new members of staff. | EEF: The teaching of phonics should be explicit and systematic to support children | 4 & 5 |
| <i>Continued CPD in whole class guided reading</i> | EEF: Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. | 4, 5 & 6 |
| <i>The installation of touch screens in Foundation and Key Stage 1, and access to ipads throughout school. (Over 3 years)</i> | EEF: Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. ..Technology can help teachers model in new ways, and can be engaging and motivating for pupils. | 4 & 5 |
| <i>The employment of a MAT's Lead SENDCo for one day a week, in addition to the services of a Family SENDCo</i> | EEF: Some pupils will require specialist support ...delivered by a trained professional either directly or in a consultancy role. Decisions about which specialist interventions or strategies to use will be informed by discussions with the SENDCo. | 1,2,3,4 & 5 |

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

Budgeted cost: £ 20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| The delivery of the intervention Switch On Reading in KS2. and the NELI programme in Foundation and Year 1. | EEF: Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver sessions, over a finite period, and link learning to classroom teaching such as Switch on Reading and NELI | 1,2,4,5 & 6 |
| CPD for new staff on the NELI programme | EEF: Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver sessions, over a finite period, and link learning to classroom teaching such as Switch on Reading and NELI; Oral language interventions appear to benefit all pupils. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds. | 1 & 2 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. | EEF: 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: | 1, 2 & 5 |
| Providing external tutors/teachers and school-led tutors for targeted interventions. PP children will be our first priority, targeting children to make accelerated progress to achieve expected levels of attainment and greater depth. | EEF: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: | 4,5 & 6 |

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

Budgeted cost: £19,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>To train another member of staff in ELSA and maintain the training of the existing coach, and to provide 10 hours of ELSA coaching per week.</i> | EEF: Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers. | 1,2, 3 & 7 |
| <i>Develop staff's understanding of self-regulation strategies.</i> | EEF: Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs. | 1,2 & 3 |
| The purchase of school uniform to aid cleanliness and self-esteem (where required) | EEF: If a uniform is in place, it is important to consider how to support families that may not be able to afford uniform. | 1,3, 5 & 7 |
| <i>The subsidisation of school trips and residential to enable access</i> | EEF: Cultural learning can cover a wide range of different activities and includes opportunities to visit venues, see performances and | 2,3, 6 & 7 |

| | | |
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| | exhibitions as well as learn through practical activity. 'All children, including those from disadvantaged backgrounds benefit from wider cultural experiences' | |
| <i>Pay for the cost of transport to and from school to aid attendance. (Where needed)</i> | The long-term outcomes of improved attendance is improved attainment, and improved social, behavioural and youth justice outcomes. | 1,2,3,4,5,6 & 7 |
| <i>Enable all children to attend extra-curricular clubs and activities free of charge.</i> | ISC research (2009) found that participation in extra-curricular activities raised self- esteem. Educationalists recognise the importance of children's self-esteem and how this impacts on aspirations and ultimately attainment. (Taylor & Francis 2018) | 2, 3 & 6 |
| <i>Access to professional weekly musical tuition free of charge.(Drum lessons)</i> | Educationalists recognise the effect that playing a musical instrument has on brain development. (Professor Susan Hallam 2021) | 2,3,4,5 & 6 |

Total budgeted cost: £ 54,000 per annum (2023-24)

Total budgeted cost: £ 60,000 per annum (2024-25)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils in 2023

Attendance: Disadvantaged 93.36% Non-Disadvantaged 95.93%

Attainment & progress:

EYFS: (1 child)

78.3% of children achieved a Good level of Development

Disadvantaged 33% Non- FSM 77.3% Compared to LA -51.8%

Yr1 Phonics: 79.2%

33% disadvantaged children (1 out of 3) 90% non-disadvantaged (18 out of 20)

KS1: No Disadvantaged children

KS2 (3 FSM child)

| <i>Subject</i> | <i>All</i> | <i>FSM & Ever 6</i> | <i>Non-FSM & Ever 6</i> | <i>LA comparison for FSM & Ever6</i> |
|-----------------|------------|-------------------------|-----------------------------|--|
| <i>SPAG</i> | 90.5% | 100% | 88.9% | 56.9% |
| <i>Reading</i> | 85% | 66.7% | 83.3% | 59.7% |
| <i>Writing</i> | 100% | 100% | 100% | 57.0% |
| <i>Maths</i> | 90% | 33.3% | 100% | 58.1% |
| <i>Combined</i> | 76.2% | 33.3% | 83.3% | 43.8% |

FSM & FSM6 target group outperformed FSM6 counterparts within the LA in all areas except maths

Attendance:

Disadvantaged – 93.65% Non-disadvantaged – 95.88%

Further information (optional)

The total budget for disadvantaged children is £24,976. Our spending is £60,000. The difference in spending is paid for through SEN funding and from the GAG budget.