

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
Date on which it will be reviewed	July 2024
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	£26,505
Recovery premium funding allocation this academic year	£2,320
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 <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£28,825

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 in the form of ELSA, Health & Family Support, Springboard or the Bassetlaw Behaviour Partnership.

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
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	EEF:	1,2,4,5,6

diagnostic assessments (NFER)	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.	
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: £13,000

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
The purchase of school uniform if required 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 exhibitions as well as learn through practical activity. 'All children, including those from disadvantaged backgrounds benefit from wider cultural experiences'	2,3, 6 & 7
<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	2, 3 & 6

	and how this impacts on aspirations and ultimately attainment. (Taylor & Francis 2018)	
<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

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: (3 children)

% of children achieved a Good level of Development:

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

Yr1 Phonics: 0% disadvantaged children

KS1: (4 children) achieving expected levels:

<i>Subject</i>	<i>FSM & Ever 6</i>	<i>Non-FSM & Ever 6</i>	<i>L.A comparison for FSM & Ever6</i>
<i>Reading</i>	75%	65.2%	54.4%
<i>Writing</i>	75%	65.2%	44.9%
<i>Maths</i>	100%	60.9%	57.7%

The FSM & FMS6 target group outperformed their Non-FSM6 counterparts and significantly outperformed other FSM6 children within the LA.

KS2 (1 FSM child, 1 Ever 6 & 1 other)

Below data, provided by Notts LA only applies to FSM & Ever 6. The child disadvantaged for other reasons achieved at least expected in all areas.

<i>Subject</i>	<i>FSM & Ever 6</i>	<i>Non-FSM & Ever 6</i>	<i>LA comparison for FSM & Ever6</i>
<i>SPAG</i>	<i>100%</i>	<i>80.8%</i>	<i>56.5%</i>
<i>Reading</i>	<i>100%</i>	<i>84.6%</i>	<i>58.3%</i>
<i>Writing</i>	<i>100%</i>	<i>88.5%</i>	<i>57.1%</i>
<i>Maths</i>	<i>50%</i>	<i>88.5%</i>	<i>59.1%</i>
<i>Combined</i>	<i>50%</i>	<i>84.6%</i>	<i>42.3%</i>

FSM & FSM6 target group outperformed their Non- FSM6 counterparts within school and the LA in all areas except maths

Progress:

All Yr 6 disadvantaged children made expected progress using NFER testing.

SAT's Progress score for FSM6:

Reading -2.9% (LA -0.7) Writing 1.0 (-0.3) Maths -3.7(-0.5)

Disadvantaged for other reason:

Reading 1.72 Writing 7.49 Ma -2.84

Progress for all KS2 Pupil Premium: Reading -1.3 Writing 5.58 Ma -3.43

Our disadvantaged children outperformed their Non-Disadvantaged counterparts in Writing within school and in the LA.

Further information (optional)

The total budget for disadvantaged children is £26,619.75. Our spending is £54,000. The difference in spending is paid for through SEN funding and from the GAG budget.