

# 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	170
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2022-25
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
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	<b>£24,210</b>
Recovery premium funding allocation this academic year	£2,409.75
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£26,619.75

# 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 pupil's' 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 (25% of our disadvantaged children have SEN)
2	<i>Speech and language &amp; social communication difficulties.</i>
3	Social, emotional & mental health difficulties
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.
All disadvantaged children achieve the national average expected standard in Phonic Screening Check	All disadvantaged pupils pass Year 1 phonic test in 2023
All disadvantaged children attain national expectations in Reading, Writing & Maths	All children attain expected levels of attainment in the 2023 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: Standardised tests can provide reliable insights into the specific	1,2,4,5,6

diagnostic assessments (NFER)	strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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
<i>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: £ 18,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
The delivery of the intervention Switch On Reading in KS2.	EEF: Positive effects have been found in studies where teaching assistants deliver high-quality	1,2,4,5 & 6

and the NELI programme in Foundation and Year 1.	structured interventions which deliver sessions, over a finite period, and link learning to classroom teaching such as Switch on Reading and NELI	
The delivery of 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: £7,000

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 disadvantages	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 and how this impacts on aspirations and ultimately attainment. (Taylor & Francis 2018)	2, 3 & 6

Access to professional weekly musical tuition free of charge. (Drum lessons)	Educationalists recognise the effect that playing a musical instrument has on brain development. (Professor Susan Hallam 2021)	2,3,4,5 & 6
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**Total budgeted cost: £ 46,030**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

*\*Due to Covid-19, the attendance of staff and children for the academic year 2021-22 reached a record low. Attendance from Sep 21 to 15<sup>th</sup> July 22 was 94.6% Seven out of 8 teachers and 12 out of 13 T.A's were absent for at least a week.*

### **Whole school attainment and progress based on NFER standardised tests and SAT's:**

#### **Maths**

##### **Attainment:**

**OT & Above – 78%** ( Dis 65% Non-Dis 80%) (SEN 45% Non-SEND 80%)

**Above – 25%** (Dis 12% Non-Dis 27%) (SEN 5% Non-SEN 28%)

##### **Progress:**

(Baseline to Summer 2)

92% (127 out of 144) make expected/good or better progress (Dis 80 %; Non-Dis 91%)

40% made accelerated progress (Dis 53%; Non-Dis 38%)

Children engaged in NTP – 26/31 84% expected 15/31 48% accelerated

#### **Reading**

##### **Attainment:**

**OT & Above – 70%** ( Dis 71% Non-Dis 69%) (SEN 15% Non-SEND 78%)

**Above – 23%** (Dis 12% Non-Dis 24%) (SEN 0% Non-SEN 27%)

##### **Progress**

(Baseline to Summer 2)

86% made expected/good or better progress (Dis 87%; Non-Dis 86%)

40% made accelerated progress ( Dis 47%, Non-Dis 38%)

Children engaged in NTP – 80% expected progress; 50% accelerated.

### **Writing**

#### **Attainment:**

**OT & Above: 64%** ( Dis 59% Non-Dis 65%) (SEN 15% Non-SEND 72%)

**Above: 15%** ( Dis 12% Non-Dis 15%) (SEN 0% Non-SEND 17%)

#### **Progress:**

(Baseline to Summer 2)

86% made expected/good or better progress ( Dis 86% Non-Dis 87%)

53% made accelerated progress (Dis 53% Non-Dis 52%)

Children engaged in NTP (39 out of 30) 87% made expected\*; 63% accelerated. (\* All those not making expected, made 2.5 steps as opposed to 3)

### **KS2 SAT's Outcomes**

*Attainment for FSM children:*

<i>Subject</i>	<i>School % achieving expected level</i>	<i>LA % achieving expected level</i>
<i>SPAG</i>	<i>100%</i>	<i>55.6%</i>
<i>Reading</i>	<i>0%</i>	<i>53.4%</i>
<i>Writing</i>	<i>100%</i>	<i>54.6%</i>
<i>Maths</i>	<i>100%</i>	<i>53.4%</i>

*Attainment for third Disadvantaged child where there are no LA comparisons:*

*SPAG: Not expected level; Reading: Expected; Writing: Expected; Maths: Expected.*

## Further information (optional)

*The total budget for disadvantaged children is £26,619.75. Our spending is £46,030.  
The difference in spending is paid for through SEN funding and from the GAG budget.*