

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Malborough with South Huish C of E Primary School
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	£20,365.00
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Tess Coulthard/ Lauren Stallard
Pupil premium lead	Victoria Page
Governor / Trustee lead	Miranda Martyn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,365.00
Recovery premium funding allocation this academic year	£ 2000
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	£ 22,365.00

Part A: Pupil premium strategy plan

Statement of intent

At Marlborough with South Huish C of E Primary School, it is our intent to ensure our curriculum is inclusive so that all children, regardless of background or need, may achieve to their full potential. We use our pupils premium funding to improve educational and pastoral outcomes for disadvantaged pupils in our school. Our disadvantaged children can face additional challenges in reaching their potential at school and we ensure barriers are identified early. All members of staff and the governing body accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Our ultimate objective for our disadvantaged pupils is that they may achieve in-line with those pupils not eligible for pupil premium funding nationally and that on-entry barriers may be reduced whilst pupils progress through our school. For some children this may not be aspirational enough, particularly for those disadvantaged pupils who are more able. It is important that the starting points for each individual are taken note of along with their potential in order to ensure even greater gains in their learning for these children.

In order to do this, we aim to do the following:

- Ensure all staff, have sufficient understanding of the needs of the children to be able to deliver a curriculum which successfully meets their needs. In particular, as the acquisition of language is a specific barrier for our disadvantaged children, we aim for all staff to have sufficient training to deliver the phonics scheme effectively.
- Ensure reading practise in Reception and KS1 develops children's vocabulary and reading skills which include; decoding, prosody and comprehension. Whole class reading sessions in KS2 continue to develop these skills.
- Ensure our reading resources (Little Wandle and Accelerated Reader) are used to their best effect to ensure greater progress in reading.
- Ensure all staff receive CPD necessary to deliver high quality first teaching in reading and in a broad and balanced curriculum.
- Ensure that phonics interventions are in place to support early reading following Little Wandle assessment points.
- Provide extra-curricular opportunities – provision of outdoor and residential opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate a language and vocabulary gap between children in every cohort. These are evident from Reception through to KS2 and in general, is more prevalent among our disadvantaged pupils than their peers. This negatively impacts their acquisition and understanding of vocabulary and their understanding of reading.
2	Assessment, observations and internal school data (both internal and historic) of pupils indicate a lack of reading time at home . This is evident from Reception through KS1 and KS2 and in general, is more prevalent among our disadvantaged pupils than their peers.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably lower resilience and/or poor self-regulation among our disadvantaged pupils.
4	Our attendance data over the last 3 years indicates that attendance among some disadvantaged pupils has been lower than for non-disadvantaged pupils.
5	Our internal assessments, particularly since the periods of remote learning in 2019-2020 and 2020-2021, indicate that attainment in reading, writing and maths among disadvantaged pupils is below that of non-disadvantaged pupils with knowledge gaps being identified.

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
Improved progress and attainment in reading among disadvantaged pupils.	Exceed national average progress scores in KS2 Achieve national average in phonics in year 1 and year 2
Improved progress and attainment in writing among disadvantaged pupils.	Inline or exceed national average progress scores in KS2 Writing Narrow the gap between disadvantaged and non-disadvantaged children in writing.
Improved progress and attainment in	Inline or exceed national average

maths among disadvantaged pupils.	<p>progress scores in KS2 Maths</p> <p>Narrow the gap between disadvantaged and non-disadvantaged children in maths.</p>
Improve and sustain the attendance of all our pupils, particularly our disadvantaged pupils.	<p>Improve attendance of disadvantaged pupils</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <p>qualitative data from student voice and teacher observations.</p> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>

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: £10,388.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop the implementation and best practice of Little Wandle to secure stronger phonics teaching for all pupils.</p> <p>In addition to a proportion of the licensing costs, we will fund teacher release time to carry out CPD and assessment and a teaching assistant given time for catch up covering Reception and Year 1</p>	<p>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.</p> <p>Source: EEF Teaching & Learning Toolkit</p> <p>Phonics is an important component in the development of early reading skills. When embedded in a rich literacy environment, research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading.</p> <p>Source: Education Endowment Fund, Phonics</p>	1, 2, 3, 5
<p>Additional staff training and CPD opportunities, aimed at improving quality first teaching and provision for all pupils.</p>	<p>EEF Guide to Pupil Premium Point 3: Quality teaching helps every child</p> <p>Feedback from staff show staff feel CPD had a positive impact on their quality of teaching.</p>	1, 2, 3, 4, 5

<p>Little Wandle, Maths Hub project</p> <p>Developing Reasoning</p> <p>Tom Sherrington – WalkThrus</p> <p>Devon Education Services</p> <p>Whole class reading with Ashley Booth.</p>		
<p>Additional reading – Group practice and the purchase Little Wandle e-books and decodable texts.</p> <p>Accelerated Reader for KS2</p>	<p>Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction.</p> <p>Through group practise we are developing decoding, prosody and comprehension.</p> <p>Through the use of the e-books parents are able to support and reinforce learning.</p>	<p>1, 2, 3, 5</p>
<p>Develop children's oral language and vocabu- lary. We will fund part of the implementation CPD and teacher re- lease time to embed good practice.</p>	<p>A review of T4W (UCL Insitute of Ed- ucation 2015) noted "that elements of T4W appear to be impacting upon school practices in ways that teach- ers find effective and that pupils find appealing."</p> <p>The 16 T4W Training Schools show an increase of 10% in writing attain- ment at the end of KS2 compared to 4% nationally and 12% in SPaG at- tainment compared to 5% (2016-2019 data).</p> <p>Source: Education Endowment Fund, Oral language interventions.</p>	<p>1, 3, 5</p>

<p>Enhance our maths teaching and curriculum planning. We will fund teacher release time to embed key elements of DfE and EEF guidance in school and to access Maths Hub resources and CPD.</p> <p>Maths NCETM Planning</p> <p>Developing mastery</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk).</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	5
<p>Ongoing CPD and coaching to support the teaching of our knowledge curriculum. We will fund teacher release to allow subject leaders to develop and ensure high quality teaching of their subject across all key stages.</p>	<p>We have looked at the capacity of staff within the school and recognise that we need to release staff to be able to support less experienced teachers and to ensure that the newly structured curriculum is implemented effectively.</p> <p>Source: Education Endowment Fund Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p>	3, 5

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

Budgeted cost: £ 6,977.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group targeted support including reading comprehension, high frequency words, Phonic support (keep up and rapid catch up) through Little Wandle.</p>	<p>Fluent readers can read quickly, accurately and with appropriate intonation. Fluent reading supports comprehension as cognitive resources are freed from word recognition to comprehending the text.</p> <p>Source: Education Endowment Fund, Improving Literacy in KS2</p>	1,2,3
<p>Additional maths sessions, to develop core maths understanding.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low</p>	5

We will fund the time required for a trained and experienced teaching assistant to pre-teach and fill gaps in knowledge and understanding.	attaining pupils or those falling behind. Source: EEF Teaching & Learning Toolkit	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will include training and release time of mentors to work with children and families to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3, 4
Memorable experiences including music lessons, access to residential visits and outdoor learning.	The DfE states (in <i>Using pupil premium: guidance for school leaders</i>) that you should also develop an understanding of any non academic challenges that pupils are facing that are negatively affecting their education and impact their access to teaching, for example: · wellbeing, mental health and safeguarding concerns access to technology and educational materials.	3,4

Total budgeted cost: £ 22365.00

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 2022 to 2023 academic year.

The progress scores from KS2 SATs 2022	
Reading	83% (whole cohort) 100% of PP children – 5 children = 20% each
Writing	83% (whole cohort) 100% of PP children – 5 children = 20% each
Maths	83% (whole cohort) 100% of PP children – 5 children = 20% each

The results above show the outcomes for the statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. The DfE is not publishing data for the data for this year (2022). This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

Summer 2022 Year 6 children completed the SATs tests.

During 2020-2021, following the implementation of quality first teaching of synthetic phonics in EYFS and KS1, children made rapid progress regardless of their starting points and the periods of lockdown. This continued into the 2021-2022 academic year and 100% of Pupil Premium children passed the Phonics Screening Test in Summer 2022. The phonics screening results are in line with previous school results and national averages. In 2021 Years 3 to 5, outcomes in reading, writing and maths were lower than in previous years, this attainment gap has narrowed during the 2021-22 academic year.

In 2020-21 Writing showed a decrease in standards. The impact of Covid-19 was assessed as being the primary reason for this, since it disrupted all subject areas. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. In 2021-22 the decrease in standards narrowed due to the implementation of targeted academic support through pre-teaching as well as quality first teaching facilitated by CPD. 100% of PP children achieved ARE in their Year 6 SATs test, this was in line with the year before but the number of PP children within the Year 6 cohort had increased from 1 child to 5 children.

Many children were able to fully benefit from the targeted intervention and improvements to teaching funded by the pupil premium grant, as well as the maintenance of a high quality, broad curriculum.

Our assessments and observations indicate that pupils' wellbeing and mental health have been impacted by Covid-19 related issues such as lockdowns and isolation and these are deep rooted and have continued during this academic year. This impact has been especially acute for disadvantaged pupils. We are therefore expanding our programmes to provide support (through our wider strategies) and targeted interventions where required.

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
Little Wandle	Little Wandle Letters and Sounds
Language Link	SpeechLink Multimedia Ltd
Target Tracker for Data Analysis	Juniper Education
Accelerated Reader	Renaissance
Motional	Motional

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A