

## Pupil premium strategy statement

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 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	654
Proportion (%) of pupil premium eligible pupils	18.1%
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 first published	December 2021
Date of first review	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	
Pupil premium lead	Lee Radmore
Governor / Trustee lead	Derryck Blackman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,505
Recovery premium funding allocation this academic year	£22,252
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ 178,757</b>

## Part A: Pupil premium strategy plan

### Statement of intent

All children have faced significant challenges throughout the last few 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	<p>Our monitoring and assessments suggest that there is a lack of consistent and high-quality reading at home.</p> <p>Our monitoring also showed that a number of children were not reading books appropriate to their reading age.</p>
2	<p>Our data across the school shows a downward trend in the number of children attaining ARE or above in reading over the last 4 years:</p> <p>2018/19 = 77% Disadvantaged = 71%</p> <p>2019/20 = 63% Disadvantaged = 67%</p> <p>2020/21 = 61% Disadvantaged = 63%</p> <p>2021/22 = 64% Disadvantaged = 63%</p> <p>We have changed our approach to teaching whole class reading last year which has demonstrated a small improvement in outcomes and so this will continue to be a focus.</p>
3	<p>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.</p>
4	<p>Assessments in EYFS along with monitoring and observations show that children begin their schooling with poor PSED and, more recently, communication and language skills.</p>
5	<p>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.</p>
6	<p>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.</p>
7	<p>Whole school teacher assessment data from last year showed an increase in the attainment gap in maths between those who are Pupil premium and those who are not.</p> <p>2019/20 = 63% Disadvantaged = 64%</p> <p>2020/21 = 61% Disadvantaged = 66%</p> <p>2021/22 = 68% Disadvantaged = 59%</p>

## 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	<ul style="list-style-type: none"> <li>-Reading record monitoring will show that reluctant readers are reading more regularly</li> <li>-Monitoring will show that children are reading age appropriate books</li> <li>-Monitoring will demonstrate an improvement in the quality of texts being read</li> </ul>
To improve the outcomes in reading	<ul style="list-style-type: none"> <li>-Teacher assessment data will show an improvement in outcomes for reading</li> <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. This will have a positive impact on writing.	<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>
To improve outcomes in maths for children who are pupil premium and close the gap with those who are not pupil premium.	<ul style="list-style-type: none"> <li>-Teacher assessment data will show an improvement in outcomes for maths</li> <li>-Internal test data will show an upward trend in outcomes for maths</li> <li>-Drop-ins and test data will show that modelling in maths has had a positive impact on outcomes.</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: £61,000

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/usingpupil-premium?utm_source=/guidancefor-teachers/using-pupil-premium&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/guidance-for-teachers/usingpupil-premium?utm_source=/guidancefor-teachers/using-pupil-premium&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	2,3,4

<p>Tailored staff training to raise quality of teaching and learning</p> <p>Teaching Walkthrus and incremental coaching to be implemented.</p>	<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>	<p>2,3,4</p>
<p>‘Destination Reader’ purchased as a recommended approach to teaching reading. This needs to continue to be embedded and monitored.</p>	<p>‘Destination Reader focuses on developing learning behaviours that uplevel 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>	<p>2,3</p>
<p>Leadership time in monitoring the planning, teaching and assessment of reading. This includes the monitoring of reading at home</p>	<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>	<p>2,3,4</p>

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

Budgeted cost: ££55,757

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one conferencing carried out by class Teachers with children in Year R6</p>	<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>	<p>1,2,3</p>

<p>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>	<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-learning-toolkit/reading-comprehensionstrategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehensionstrategies</a></p>	<p>1,2</p>
<p>Reading plus purchased as a method for assessment and intervention</p>	<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>	<p>1,2,3</p>
<p>Change to book banded system and the purchase of books to support this</p>	<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_osj_buildingoutstandin g.pdf">https://cdn.oxfordowl.co.uk/2017/04/21/10/51/51/265/bp_osj_buildingoutstandin g.pdf</a></p>	<p>1,2,3</p>
<p>Doodle maths purchased as a method for assessment and intervention</p>	<p>A study by the University of Bath showed that children who used DoodleMaths for 20 minutes a week were 4x less likely to experience learning loss than their peers!</p> <p><a href="https://doodlelearning.com/post/what-is-summer-learning-loss-and-how-can-it-be-prevented">https://doodlelearning.com/post/what-is-summer-learning-loss-and-how-can-it-be-prevented</a></p> <p>The more a child uses Doodle, the faster they progress</p> <p><a href="https://doodlelearning.com/impact">https://doodlelearning.com/impact</a></p>	<p>7</p>

Leadership focus time for robust assessment and gap analysis to ensure that interventions are focused for pupils entitled to pupil premium funding.	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.  Ofsted framework 2019	2,3,4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Systematically track parents' attendance at parents' evening	'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.' EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/parental-engagement</a>	1
Art therapy. Regular weekly sessions will be provided to vulnerable and disadvantaged pupils experiencing mental health issues	'Pupils with better health and wellbeing are likely to achieve better academically.' 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_layoutFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutFINALvii.pdf</a>	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	Teaching learning behaviours will reduce the need to manage misbehaviour.  EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/behaviour</a>	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 work, providing greater financial stability for their family	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 children were living in households that had experienced food insecurity. <a href="https://www.magicbreakfast.com/whywe-are-needed">https://www.magicbreakfast.com/whywe-are-needed</a>	5,6



<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> <p>Subsidise educational visits. Parents unable to afford the cost of an educational visit will be asked to make an affordable contribution</p>	<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.1</p> <p>Ofsted framework 2019</p>	<p>5</p>
<p>Peripatetic music tuition. All children have access to private instrumental tuition</p>	<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/childhealth-development/promoting-mentalhealth-wellbeing">https://learning.nspcc.org.uk/childhealth-development/promoting-mentalhealth-wellbeing</a></p>	<p>5</p>
<p>Parent Support Advisor (PSA) in place to help improve attendance through family support</p>	<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/Parental_Engagement/Parental_Engagement_Evidence_from_Research_and_Practice.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Parental_Engagement/Parental_Engagement_Evidence_from_Research_and_Practice.pdf</a></p>	<p>1,5,6</p>
<p>ELSA trained LSA's are to work with identified children.</p>	<p>The ELSA programme is a targeted intervention aimed at developing the social and emotional skills of primary and secondary school aged children.</p> <p><a href="https://www.elsanetwork.org/elsanetwork/other-research/">https://www.elsanetwork.org/elsanetwork/other-research/</a></p>	<p>6</p>

**Total budgeted cost: £ 178,757**

## 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 2021 to 2022 academic year.

As a school, we have been working hard to identify and reduce the impact of the COVID-19 pandemic on all of our families.

We have analysed the performance of our school's disadvantaged pupils during the 2021-2022 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Our internal assessments, both teacher assessment and standardised test data, during the 2021-2022 academic year indicate that there has been a slight improvement in reading outcomes for pupil premium pupils. The gap between those that are pupil premium and those that are not has closed too. However, a lower percentage of disadvantaged pupils are meeting age related expectations in maths.

Disadvantaged pupil outcomes across the whole school:

<b><u>2019-2020</u></b>	<b><u>2020-2021</u></b>	<b><u>2021-2022</u></b>
Reading 67%	Reading 63%	Reading 64%
Writing 61%	Writing 54%	Writing 54%
Maths 64%	Maths 66%	Maths 59%

The data below is from the outcomes of the pupil premium children taking end of Key Stage 2 SATs. Accelerated progress from 2018 to 2022 is evident in reading and maths. It has also been evident in the combined outcomes which includes the children attaining Age Related Expectations (ARE) in reading, writing and maths.

Disadvantaged pupil outcomes from year 6 SATs:

<b><u>2018</u></b>	<b><u>2019</u></b>	<b><u>2022</u></b>
Reading 62%	Reading 69%	Reading 71%
Writing 84%	Writing 71%	Writing 68%
Maths 62%	Maths 64%	Maths 71%
Combined 49%	Combined 55%	Combined 59%

We believe that, with the introduction of 'Destination Reader'; improved monitoring in 'Read Write Inc' and 'Reading Plus' as an intervention, we will see positive outcomes over the next three academic years. Following the success of this (as evident in the monitoring outcomes) we have introduced 'Doodle Maths' as an intervention strategy in maths.

Monitoring of reading across the school has shown that children are reading more regularly (at least 6 times a week) and reading higher quality texts at home and in class. We will continue to track the amount of reading taking place at home and work with parents to ensure that this is done regularly and well. Book band outcomes are now tracked half termly and children who are showing slow progress are identified early in order to offer intervention.

Gap analysis from assessment data showed an increase in the number of pupils answering vocabulary questions correctly and the monitoring by subject leaders and senior leaders displayed an improvement in vocabulary use.

Throughout the year Personal, Social and Emotional Development (PSED) outcomes improved rapidly in Early years and was above the national standard at the end of the year (table below). This was evident across the whole cohort and also amongst children who are disadvantaged. Communication and Language (C+L) is to be more of a focus for the year ahead.

All pupils in Reception attaining the expected level in PSED:

2022	MPS	National
PSED	86%	85%

Attendance has remained consistent throughout the year for disadvantaged pupils and has been almost in line with the national outcomes. Persistent absences are carefully tracked and the Educational Welfare Officer (EWO) is assisting in supporting vulnerable families.

We have led a number of successful school visits now that Covid restrictions have allowed us more freedom. Almost a quarter of the children we took to France on a year 6 residential visit were Pupil Premium and benefitted from subsidised places. The cultural capital opportunities within this have been brilliant along with the chance to build independence and friendships through shared experiences. Children from the school have had subsidised opportunities to attend theatre shows, pantomimes, museums and the coast amongst other visits. This has helped in their understanding of cultural capital as well as giving them opportunities to experience new things.

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.