

# 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	609
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024– 2027
Date this statement was first published	December 2024
Date of first review	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Headteacher
Pupil premium lead	Emiley Davies
Governor lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,293 2023/24 (£162,330 in 2024/25)
Recovery premium funding allocation this academic year	£8,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£186,293</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objectives for our disadvantaged pupils are:

- To remove barriers to learning created by poverty
- To close the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- Our current Pupil Premium strategy plan will work to:
- Provide all teachers with high quality CPD to ensure all children receive effective quality first teaching.
- Identify barriers to learning created by disadvantage
- Provide targeted intervention, support and resources to address identified gaps in learning.
- Close the attainment gap between disadvantaged pupils and their non-disadvantaged peers within school and nationally
- Enhance children's experience of school through enrichment and educational experiences.
- To close the word gap for ALL pupils so that they are able to read fluently with comprehension and can access the breadth of the curriculum.
- To improve the quality of writing in all year groups
- To improve attendance so that disadvantaged pupils attend as well as non-disadvantaged pupils

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.

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	The gap between children in receipt of Pupil Premium (PP) and Non-Pupil Premium (NPP) is significantly lower than the National Average (NA) gap for Reading and Maths. However, in writing there is a significant gap which is also present in teacher assessment data. See Appendix 1 for data. We have introduced a new approach to teaching writing and this is having an impact already.
2	<p>Our data across the school shows gaps in the number of children attaining ARE or above combined in reading, writing and maths at end of KS2 over the last 4 years:</p> <p>2021/22 = 68% Disadvantaged = 59% Gap = 9</p> <p>2022/23 = 61% Disadvantaged = 48% Gap = 13</p> <p>2023/24 = 57% Disadvantaged = 66% Gap = 9</p> <p>2024/25 =        Disadvantaged =        Gap =</p> <p>The gap is variable and we aim to narrow this gap with a combination of high-quality teaching and targeted interventions.</p>
3	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.
4	Assessments in EYFS along with monitoring and observations show that children begin their schooling with poor PSED and, more recently, communication and language skills.
5	Discussions with children and observations demonstrate that children have limited life experiences leading to a lack of cultural capital and aspiration.
6	We have a number of vulnerable families who have required further support in social and emotional development.

## 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 outcome for disadvantaged pupils in Writing.	SATs scores at the end of KS1 show a reduction in the gap between PP and Non-PP as measured by the ASR.
To improve the outcomes in reading.	Teacher assessment data will show an improvement in outcomes for reading. Internal test data will show an upward trend in outcomes for reading. Book band tracking will show that children's reading ages are increasing. Drop-ins and test data will show that 'Destination Reader' has had a positive impact on outcomes. Reading Plus will be tracked and monitored to ensure it leads to accelerated progress.
Children will have wider vocabulary and knowledge of the meanings of subject specific vocabulary. This will have a positive impact on writing.	Discussions with children and lesson drop-ins will show that teachers are including a wide range of new vocabulary in the classroom. Test analysis will demonstrate an improvement in the answering of vocabulary focused questions. Monitoring of planning and books will show that vocabulary is being planned for and taught as part of each subject.
Children in EYFS will make improved attainment in all areas.	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 in receipt of PP. Data drops throughout the year will show an improvement in attainment. Monitoring of planning, drop ins and observation of the children will demonstrate that the needs of PP pupils are being met.
Children will have improved life experiences that positively impact their well-being and cultural capital.	Monitoring of planning and children's books will show that there are opportunities in the curriculum to expand the children's life experiences. Extra-curricular experiences are varied and well attended. Children will be attending a range of educational visits that allow them to build their cultural capital. Discussions with the children will demonstrate this. Children will be nurtured leading to fewer behaviour incidents and improved attendance.
To improve outcomes in maths for children who are pupil premium and close the gap with those who are not pupil premium.	Teacher assessment data will show an improvement in outcomes for maths. Internal test data will show an upward trend in outcomes for maths. Drop-ins and test data will show that modelling in maths has had a positive impact on outcomes.

## 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: £40,300

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<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	£14,500
<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>	2,3,4	£8,200
<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>	2,3	£7,000
<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</p>	2,3,4	£3,600

	curricular or pedagogical approach. Ofsted framework 2019.		
SEND support for those pupils eligible for PP in EYFS Nursery Nurses	Use of a structured-but-adaptive manualised intervention programme alongside embedded professional development had a positive impact on children's expressive vocabulary and the quality of adult-child interactions during shared book-reading.  Nuffield Foundation <a href="https://www.nuffieldfoundation.org/wp-content/uploads/2019/11/Dockrell-Talking-Time-final-report.pdf">https://www.nuffieldfoundation.org/wp-content/uploads/2019/11/Dockrell-Talking-Time-final-report.pdf</a>	2,3,4	£7,000

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

Budgeted cost: **£78,332**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
One to one conferencing carried out by class Teachers with children in Year R - 6	1-on-1 conferencing works during formative and summative stages of the educational process.  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>	1,2,3	£24,000
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	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. 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>	1,2	£8,000
Targeted Interventions from HLTAs	Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2	£28,000

Reading plus purchased as a method for assessment and intervention	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 <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>	1,2,3	£5,332
Purchase of books to keep book banded system up to date	‘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.’  Oxford Reading Owl – Building an outstanding reading school <a href="https://cdn.oxfordowl.co.uk/2017/04/21/10/51/51/265/bp_osi_buildingoutstandin_g.pdf">https://cdn.oxfordowl.co.uk/2017/04/21/10/51/51/265/bp_osi_buildingoutstandin_g.pdf</a>	1,2,3	£5,000
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	£8,000

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

Budgeted cost: £ 67,661

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
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	£2,000
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	£13,953

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	£14,600
Subsidise educational visits, residential visits to PGL and France.	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.  Ofsted framework 2019	5	£7,108
Peripatetic music tuition. All children have access to private instrumental tuition.	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: <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> <a href="https://learning.nspcc.org.uk/childhealth-development/promoting-mentalhealth-wellbeing">https://learning.nspcc.org.uk/childhealth-development/promoting-mentalhealth-wellbeing</a>	5	£3,000
Parent Support Advisor (PSA) in place to help improve attendance through family support.	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).  <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>	1,5,6	£15,000
ELSA trained LSA's are to work with identified children.	The ELSA programme is a targeted intervention aimed at developing the social and emotional skills of primary and secondary school aged children.  <a href="https://www.elsanetwork.org/elsanetwork/other-research/">https://www.elsanetwork.org/elsanetwork/other-research/</a>	6	£12,000

**Total budgeted cost: £186,293**

# 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 2023/4 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/4 academic year using key stage 2 performance data, phonics check results and our own internal assessments.

There has been a significant decrease in the Inequality gap in 2024 compared to previous years and National Average

### Inequality gap

	2021	2022	2023	2024
<b>Cohort</b>		86	85	74
<b>School</b>		39.3	38.9	30.5
<b>Redbridge</b>		38.4	37.3	37.4

### EYFS data

	School				Redbridge				National			
	2022	2023	2024		2022	2023	2024		2022	2023	2024	
FSM	25.0	80.0	66.7	↑	57.7	58.3	55.1	↓	47.1	49.8	49.9	↑
Not FSM	40.6	67.1	76.9	↑	68.8	71.6	73.2	↑	67.0	70.0	70.6	↑
Disadvantaged	16.7	100.0	100.0	↑	61.1	57.7	55.6	↓	47.4	50.3	50.4	↑
Not Disadvantaged	40.0	64.2	74.3	↑	67.4	70.1	71.4	↑	66.4	68.3	69.0	↑

### Total absence (Attendance)

### Pupil Premium Gap

	2020/21		2021/22		2022/23		2023/24	
	School	LA	School	LA	School	LA	School	LA
<b>PP</b>	3.14%	4.89%	7.51%	6.75%	8.44%	7.85%	7.33%	6.60%
<b>Not PP</b>	2.08%	3.26%	5.41%	5.59%	6.80%	6.33%	5.71%	5.15%
<b>GAP</b>	1.06%	1.62%	2.10%	1.16%	1.64%	1.51%	1.62%	1.46%

We have led a number of successful educational visits in 2023/4. Children from the school have had subsidised opportunities to attend theatre shows, pantomimes, museums and the beach, 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 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 has 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.

Our Ofsted Visit in November 2023 was positive and gave a Good overall judgement.

## 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*

<b>Programme</b>	<b>Provider</b>
Reading Plus	Reading Plus Solutions
Destination Reader	Hackney Education
TTRS	Times Table Rock Stars

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

## Reading, Writing (TA) and Maths - FSM Gap (PPTs)

	2022			2023			2024		
	School	LA	NAT	School	LA	NAT	School	LA	NAT
FSM	60.0	59.6	41.6	54.2	58.1	43.4	54.5	58.4	45.3
Not FSM	66.7	73.8	64.4	58.3	73.0	65.6	68.9	76.8	67.1
GAP	6.7	14.2	22.9	4.1	14.9	22.2	14.3	18.4	21.8

## Reading Test - FSM Gap (PPTs)

	2022			2023			2024		
	School	LA	NAT	School	LA	NAT	School	LA	NAT
FSM	70.0	74.1	61.2	83.3	70.9	59.6	72.7	70.7	62.1
Not FSM	76.8	83.6	79.0	73.6	79.9	77.7	77.0	83.8	79.5
GAP	6.8	9.5	17.8	9.7	9.0	18.1	4.3	13.1	17.4

## Writing TA - FSM Gap (PPTs)

	2022			2023			2024		
	School	LA	NAT	School	LA	NAT	School	LA	NAT
FSM	70.0	71.5	54.3	70.8	71.4	57.5	54.5	71.1	58.4
Not FSM	73.9	82.4	74.5	66.7	82.7	76.7	73.8	85.6	77.5
GAP	3.9	10.9	20.2	4.1	11.3	19.2	19.2	14.5	19.1

## Maths Test - FSM Gap (PPTs)

	2022			2023			2024		
	School	LA	NAT	School	LA	NAT	School	LA	NAT
FSM	70.0	72.5	55.2	70.8	71.3	58.4	68.2	70.6	58.9
Not FSM	78.3	84.5	76.9	73.6	85.9	78.5	75.4	87.4	79.2
GAP	8.3	12.0	21.7	2.8	14.6	20.1	7.2	16.8	20.2

Produced by the Research and Data Team

Source – LBR Annual Statistical Report 2024