

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Malin Bridge Primary School
Number of pupils in school	532 (Reception – Y6) 76 Nursery Pupils
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	1 <sup>st</sup> September 2023
Date on which it will be reviewed	1 <sup>st</sup> September 2024
Statement authorised by	Robbie McGrath
Pupil premium lead	Chris Hague
Governor / Trustee lead	Chris Hawley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,788
Recovery premium funding allocation this academic year	£14,646
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£154,434

# Part A: Pupil premium strategy plan

## Statement of intent

### **What challenges do disadvantaged pupils at Malin Bridge experience?**

Disadvantaged pupils at Malin Bridge experience fewer opportunities to participate in learning beyond school hours, are more likely to have poor attendance and/or poor punctuality and limited cultural capital when compared to their peers.

### **What action is being taken to address this?**

We are committed to improving disadvantaged pupils' academic outcomes so to ensure that they achieve to the same level or better than their peers both in school and nationally. Our approach is responsive, following analysis of data and ongoing internal school monitoring and our approaches complement each other in supporting our pupils to excel.

To ensure that our disadvantaged pupils can achieve this, they have equal opportunity in accessing the curriculum and experiences. We value residential visits highly for developing confidence, social skills and independence and so to ensure that all pupils enjoy these experiences, disadvantaged pupils receive a funding subsidy.

In school we ensure that teaching and learning opportunities meet the needs of all the pupils and that appropriate provision is made for pupils that are vulnerable. Our strategy for the next three years is to ensure that all pupils receiving quality first teaching every day and that they are supported in having excellent attendance as we recognise that this makes a considerable difference to pupil achievement.

We recognise early intervention makes the biggest impact with regards to attainment and therefore prioritise the teaching of phonics and early reading in the early years and the core subjects of English and maths in key stage 1 in this pupil premium strategy as it enables our pupils to acquire the essential knowledge and skills needed to make accelerated progress in key stage 2. Assessment information is used effectively to identify gaps in knowledge and to enable leaders to provide appropriate class support and interventions where necessary with the aim of swiftly closing any identified gaps.

This Pupil Premium Strategy, combined with Recovery Premium and School Based Tutoring through the National Tutoring Programme allows us to provide quality first teaching every day along with personalised teaching and provision targeted to those pupils that require extra support in order to fully achieve their full potential. Pupils' affected by the pandemic continue to be supported through tailored interventions and additional support is in place to ensure that attendance, behaviour and social and emotional needs are catered for and addressed.

## Challenges

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

Challenge number	Detail of challenge
1	To increase the number of disadvantaged pupils working at the expected standard in Phonics at the end of year 1
2	To close the attainment gap between the disadvantaged pupils at Malin Bridge and other pupils nationally in Reading, Writing and Maths at the end of KS1
3	To provide memorable, challenging and enjoyable experiences through the curriculum that engage pupils with learning and address the lack of opportunities that many disadvantaged pupils have due to a range of barriers at home.
4	Increase the attendance of disadvantaged pupils with a focus on persistent absence, reducing the links between poor attendance and low levels of achievement.

## 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
<ul style="list-style-type: none"> <li>To deliver high quality phonics teaching from Nursery (Stepping Stones) to Y1, following school planning documents and guidance.</li> <li>Ensure all disadvantaged pupils in Reception receive additional phonic teaching so they are on track to meet the expected standard by the end of Year 1.</li> <li>To further improve links between school staff and parents/carers, to support the children's development in phonics from N1-Y1 through home learning.</li> </ul>	<ul style="list-style-type: none"> <li>School self-evaluation activities indicates a progressive improvement in the teaching of phonics and the subsequent outcomes for children from N1 to Y1.</li> <li>On exit of FS2, all disadvantaged pupils have mastered Phase 3 phonics.</li> <li>Parental feedback is positive about the clarity and ease of tasks and children are regularly practising their phonics learning at home and have a phonically decodable reading book that matches the phase of phonics for each child.</li> <li>85% of children leave EYFS secure in phase 3 and 90% pass the phonic screening in Y1.</li> </ul>
<ul style="list-style-type: none"> <li>Through the use of assessment information and monitoring of pupil progress through Achievement meetings, a greater number of disadvantaged pupils in KS1 achieve the expected standard in Reading, Writing and Maths.</li> <li>Targeted teaching and access to an exciting and engaging curriculum ensures that all pupils, and especially those that are</li> </ul>	<ul style="list-style-type: none"> <li>The attainment in Reading, Writing and Maths by disadvantaged pupils is in-line with, or better than others nationally at the end of KS1</li> <li>Year on year, more disadvantaged children are achieving the expected standard and greater depth at the end of KS1.</li> </ul>

disadvantaged, achieve in-line with, or beyond others' nationally.	
<ul style="list-style-type: none"> <li>• Ensure that all lessons are engaging and exciting for pupils with exciting hooks and memorable learning taking place every day.</li> <li>• Pupils are provided with a variety of planned experiences that enable them to develop confidence, independence and self-esteem.</li> <li>• The curriculum is designed to suit the interests of the children and our teaching staff are supported in their role through a clear CPD programme focused primarily on teaching and learning with links to the School Development Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils during their time at Malin Bridge will make at least good progress across the curriculum, measured using teacher assessment, summative assessments and external data.</li> <li>• Pupils participate in three residentials, school trips, and a wealth of experiences in school as outlined in the curriculum. These all add value to the children's school experience and positively influence their learning.</li> <li>• Experiences provided address some of the imbalance between privilege and disadvantage that could exist between different pupils in school.</li> </ul>
<ul style="list-style-type: none"> <li>• The attendance and persistent absence of disadvantaged pupils continue to be a concern. The strategic use of funding, continuous work carried out by the leadership team and EWO has led to positive changes, however, this group continue to be a concern with some families requiring intensive, on-going support.</li> </ul>	<ul style="list-style-type: none"> <li>• The attendance and persistent absence of all pupils, but particularly those that are disadvantaged is reducing year on year to become better than the national percentages. All pupils attend school every day and their punctuality, if a concern, continues to improve.</li> <li>• Families are supported so the pupil/s can fulfil their potential and make at least good progress during their time at Malin Bridge.</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: £65,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increase release time for phase leaders and leaders of English and Maths to focus on standards and quality of planning, resourcing and lesson delivery, particularly in EYFS and KS1.</i>	<p>Teaching quality impacts greatly on outcomes.</p> <p>Time for teachers to observe colleagues is important for collaboration and improving outcomes.</p> <p>Providing and broad and balanced curriculum that includes quality experiences will develop the cultural capital that is key for our learning now and in the future.</p>	1,2,3

<i>Embed the use of standardised tests from Y1 – Y6 in maths</i>	The outcomes of the tests will provide valuable assessment data for teachers as it highlights which individuals or groups are achieving well or falling behind. The results can support on-going teacher assessment and inform the teachers' planning. These results also provide another piece of information for our internal achievement meetings and can be shared with parents and carers. Outcomes from the standardised test can support teachers in identifying pupils for additional catch up support. <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</a>	2
<i>Provide high quality feedback to ensure pupils make better progress in lessons.</i>	Teachers and teaching assistants provide high quality feedback with a focus on how to improve. Feedback is provided live in lessons with children receiving additional support after the lesson where necessary to edit and improve or undertake an additional task. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1,2,
<i>Providing transition support for pupils from KS2-KS3</i>	Planning for and providing transition support for pupils entering and exiting school throughout the year and transition of children from KS2 to KS3. Our transition coordinator will oversee transition for all pupils and use assessment information to ensure pupils' strengths are recognised and their areas of development and needs are supported. <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-1-of-2?">https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-1-of-2?</a>	1,2,3,4

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

Budgeted cost: £95,879

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide tuition to a wide number of pupils that require academic support, resulting in</i>	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.	1,2

<p><i>rapid progress and attainment at the end of the intervention being at, or closer to age related expectations.</i></p> <p><i>Identify high attainers who are disadvantaged to receive tuition, so their level of attainment is maintained</i></p>	<p>One to one tuition is most impactful with English (6 months progress) compared to mathematics (2 months progress).</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p><i>Deliver targeted intervention programmes that support both academic progress, mental health and wellbeing.</i></p>	<p>Teaching assistants, trained in a range of interventions, impact greatly on pupil achievement. Structured interventions are a cost effective approach to improving learner outcomes and in enabling them to engage more effectively with school.</p> <p>Our current interventions: Daily reading, Lego therapy, speech and language, Rainbows bereavement interventions, Fischer Family Trust, Phonics, Motor skills, handwriting, drawing and talking therapy, social and emotional support, resilience and confidence training, zones of regulation and intensive interaction.</p> <p><a href="https://bit.ly/3koaZTV">https://bit.ly/3koaZTV</a></p>	1,2,3,4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Providing memorable, challenging and enjoyable experiences within the curriculum</i></p>	<p>Providing experiences that enable the children to be active in their learning will build confidence, independence and self-esteem.</p> <p>Our curriculum has been developed with first hand, memorable experienced being a core consideration to ensure every child can enjoy their learning and feel fully engaged within it.</p>	3
<p><i>Subsidised trips and residentials</i></p>	<p>First hand experience is vital for engagement and generating inquisitive children that enquire about the world.</p>	3

	It is essential that all disadvantaged pupils are exposed to these experiences as it builds cultural capital.	
<i>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice through EWO Dale Edwardes and supported through half termly attendance meetings.</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">Improving School Attendance</a>	4
<i>Increase access to technology for pupils in school with a focus on each phase having a class set of tablets to support online learning and the computing curriculum.</i>	Following the pandemic remote learning has a greater emphasis within the curriculum. New learning platforms have been introduced and the profile of online learning has increased with key skill learning in core subjects being accessed by pupils through Edshed online. Teachers are keen to incorporate online tools into their lessons and see these as a positive was to improve the quality of explanations and modelling. Improving the computing hardware in school is important based on these changes plus. <a href="https://bit.ly/3C2KMjL">https://bit.ly/3C2KMjL</a>	1,2,3

**Total budgeted cost: £193,849**

## 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.

*Until the national attainment data is released in December 2023 we can't update our progress for disadvantaged children.*

*Pupil performance in 2022 statutory tests by disadvantaged pupils was strong demonstrating effective use of pupil premium funding. Our disadvantaged pupils continue to improve, perform in line with or better than others' nationally at external assessment points. Our internal tracking our pupil progress and achievement supports this data and leaders are confident about the future attainment and performance of this group.*

*In EYFS, 79% of children achieved Good level of Development (GLD) which is in line with others' nationally. The same is true with the phonics screening check with 80% achieving the standard in Y1 and 94% in Y2.*

*In KS1, 63% of disadvantaged pupils achieved the expected standard in reading, 56% achieved this in writing and 56% in maths. These figures are slightly below others nationally, however, the intensive support in classrooms and focus within the curriculum has resulted to a huge jump in the number of disadvantaged pupils now achieving the expected standard when compared to our 2019 figures.*

*Our experience is that early intervention and support when the children are younger enables them to make rapid progress later in school. Our disadvantaged pupils in KS2 outperformed others nationally in 2022. In reading 94% achieved the expected standard. 88% achieved the expected standard in writing and 94% in maths. Overall, a combined figure of 88% of disadvantaged pupils achieved the expected standard at the end of KS2, demonstrating that our pupil premium strategy is successful as it is significantly above the national figure in 2022. Our engaging curriculum and tailored provision responds to the needs of our community and provides our disadvantaged pupils with a strong platform for future success as they start KS3.*

*The pandemic impacted on all our pupils and impacted our youngest pupils the most. Consequently, they are our main focus as we move into the next academic year and this is reflected in our new three-year strategy.*



School attendance for 2019-20 was 95.2% compared to 92.8% for the disadvantaged group. This improved in 2020-21 for the whole school to 97.9% compared to the disadvantaged group figure of 96.4%

## 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

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
No service pupil premium is being received in 2022-23
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A