

Mapplewell Primary School - Pupil Premium Strategy Statement 2021 / 2022



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Mapplewell Primary |
| Number of pupils in school | 291 |
| Proportion (%) of pupil premium eligible pupils | 16.2% (47 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Gail Padfield |
| Pupil premium lead | Gail Padfield |
| Governor / Trustee lead | Father Tim |

Funding overview

| Detail | Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year | £64,145 |
| Recovery premium funding allocation this academic year | £6,960 |
| 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 | £71,105 |

Part A: Pupil premium strategy plan

Statement of intent

At Mapplewell Primary School we are determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of quality first teaching, focused support, curriculum enrichment and pastoral care. We recognise that all pupils regardless of their background, should have equal access to a curriculum which will enable them to reach their potential.

We believe that the highest possible standards can only be achieved by having high expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the Pupil Premium grant. We believe that the additional provision through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged / vulnerable.

This document outlines the amount of funding available, our strategy for spending the grant effectively and how we have used research-based evidence to support our actions. As a school we consider the best ways to allocate Pupil Premium funding annually following rigorous data analysis and the careful consideration of the needs of the pupils.

At Mapplewell we have a clear, strategic, tiered approach for Pupil Premium funding provision. This follows the EEF guidance and focuses on the following:

- Whole-school strategies that impact all pupils
- Focused support to target under-performance
- Specific support targeting pupil premium pupils

We ensure that Pupil Premium funding and provision impacts positively on attainment, attendance and well-being. A member of our local governing body is identified as a link governor for Pupil Premium, regular meetings with leaders of the school take place where monitoring, provision and outcomes are shared and discussed. The link governor then feeds back key findings from these meetings at full governing body meetings.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | On entry to school baseline assessments indicate disadvantaged pupils have limited oral language skills leading to slower reading progress in subsequent years. |
| 2 | Identification that disadvantaged pupils do not achieve as well as their peers across the curriculum (<i>KS2 2021: Expected data: PP RWM combined 56% / Non PP RWM combined 75%</i>) |
| 3 | Low self-esteem with limited aspirations for future education. |
| 4 | Lack of parental engagement with regards to their child's education. |
| 5 | Historically disadvantaged pupils have lower attendance rates than non-disadvantaged. (<i>July 2021: PP 93.8 / Non PP 96.5</i>) |

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 |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Attainment in phonics (<i>although previous years data is strong PP in coming cohorts include additional needs of SEND and EAL</i>) | All pupils will achieve the expected standard in the Year 1 Phonics Screening Check and those not passing in Year 1 achieve by the end of Year 2. |
| Attainment in times tables (<i>2021 PP 80% / Non PP 91%</i>) | All pupils will achieve the expected standard in the Year 4 Multiplication Times Table Check. |
| Progress and attainment in EYFS (<i>2021 GLD PP 50% / Non PP 65%</i>) | All pupils will achieve a GLD by the end of EYFS. |
| Progress over time in reading, writing, maths (<i>2019 PP Progress measures R: -4.7 W: -5.9 M: -3.1</i>) | Achieve national average progress measures in KS2 reading, writing and maths (0) |

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: £53,086

| Measure | Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Identification that disadvantaged pupils do not attain as well as their peers in reading, writing and maths.</p> <p>July 2021 KS2:</p> <p>Reading: PP 67% / Non PP 76%</p> <p>Writing: PP 67% / Non PP 75%</p> | <p>Additional teacher within the UKS2 team to deliver QFT to small groups of Year 6 pupils, providing purposeful feedback to enhance progress and tailor lessons according to need.</p> | <p>EEF research states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils.</p> <p>Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</p> | 1,2,3, |
| <p>Maths: PP 56% / Non PP 75%</p> <p>July 2021 EYFS:</p> <p>Reading: PP 25% / Non PP 43%</p> <p>Writing: PP 0% / Non PP 38%</p> <p>Maths: PP 25% / Non PP 43%</p> | <p>Additional PPA cover to provide a team phase approach to planning, supported by a member of SLT.</p> | <p>EEF research suggests that effective feedback improve learning by an additional 8 months.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> | |
| | <p>High quality CPD to be delivered weekly by members of SLT on our teaching and learning approach, marking and feedback and use of target setting and assessment procedures. Bespoke CDP cycles to be delivered to meet individual need, with a particular focus on staff new to school and year group.</p> | <p>EEF research suggests that effective reading comprehension approaches improve learning by an additional 5 months.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> | |
| | <p>Development of the Literacy team, alongside AHT, to maximise support offered through coaching and mentoring, team planning / teaching and shared book looks, focusing on reading and writing.</p> | <p>EEF research evidences that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> | |
| | <p>Daily allocated time for the phonics lead to model, monitor and support in the planning and delivery of phonics.</p> | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,163

| Measure | Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Identification that disadvantaged pupils do not attain as well as their peers in reading, writing and maths.</p> <p>July 2021 KS2:</p> <p>Reading: PP 67% / Non PP 76%</p> <p>Writing: PP 67% / Non PP 75%</p> <p>Maths: PP 56% / Non PP 75%</p> <p>July 2021 EYFS:</p> <p>Reading: PP 25% / Non PP 43%</p> <p>Writing: PP 0% / Non PP 38%</p> <p>Maths: PP 25% / Non PP 43%</p> | <p>Using pupil progress data analysis and cohort action plans establish small group reading interventions for pupils working below age related expectations.</p> | <p>EEF research suggests that small group tuition improves learning by 4 months and reading comprehension strategies by 6 months.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> | 1,2,3, |
| | <p>Use YARK reading assessments to accurately pitch reading interventions and monitor progress over time.</p> | <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> | |
| | <p>Use CGP and CGP Stretch to ensure appropriate pitch and challenge in text level and questioning.</p> | <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> | |
| | <p>Continue a bespoke approach to Recovery Curriculum, identification of pupils in need of additional LIRA lessons.</p> | <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> | |
| | <p>1:1 phonics intervention delivered daily to identified pupils to ensure they quickly catch up and keep up.</p> | <p>EEF research evidences that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> | |
| | <p>Using last year's academic data and cohort action plans establish small group maths interventions for pupils</p> | <p>EEF research suggests that small group tuition improves learning by 4 months and reading comprehension strategies by 6 months.</p> | |

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| <p>working below age related expectations.</p> <p>NTP tutor to deliver small group intervention for pupils working below ARE.</p> <p>CPD to be delivered to TAs to upskill their mathematical skills and knowledge in delivering effective intervention groups. Research based evidence to be used to support strategies and approaches employed.</p> | <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice.</p> <p>New EEF Guidance Report - Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1856

| Measure | Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Priority 1: Improve the attendance rates of disadvantaged pupils</p> <p>July 2021:</p> <p>PP 93.8 / Non PP 96.5</p> | <p>Develop further RAG rated tracking to closely monitor the attendance of PP pupils.</p> <p>Development of Learning Mentor role to work with families and building stronger home / school links.</p> <p>Use of SLA for EWO to support families with attendance issues.</p> <p>Develop school approach to incentives and a rewards system for attendance and PA.</p> <p>Monthly attendance meetings between Headteacher and Learning Mentor.</p> | <p>There's a clear link between poor attendance and lower academic achievement DfE research (2015)</p> <p>https://assets.publishing.service.gov.uk/gov/department_for_education/publishing.service.gov.uk</p> | 5 |
| <p>Priority 2: Further engage parents/carers in their child's education and learning.</p> | <p>Improved channels of communication to keep parents/carers regularly informed about achievements, learning and upcoming events.</p> <ul style="list-style-type: none"> - Arbor - Twitter - Verbal feedback from staff | <p>EEF research identifies the crucial role parental engagement plays in pupil outcomes.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> | 4 |

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|--|---------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| | <ul style="list-style-type: none">- Postcards home- Celebration events- Seesaw- Parental workshops | | |
|--|---------------------------------------------------------------------------------------------------------------------------------------------|--|--|

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2020 to 2021 academic year.

| Aim | Outcome |
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| <p>How can we improve the effectiveness of teaching and learning? <i>Identification:</i> 50% of teaching was RI throughout the year 2019 / 2020</p> | <p>Vast majority of teaching and learning in school in the summer term was at least good. 62% good and 31% outstanding</p> |
| <p>How can we improve outcomes in reading, writing and maths? <i>Identification:</i> Attainment gaps in 2019 2020: KS1: R: 10% W: 17% M: 10% KS2: R: 24% W: 17% M: 27%</p> | <p>Attainment gaps across Key Stage 2 have narrowed and in KS1 disadvantaged pupils are outperforming their peers. <i>Attainment gaps in 2020 2021:</i> KS1: R: +6% W: +8% M: +8% KS2: R: 14% W: 8% M: 19%</p> |
| <p>How can we close the attainment gap in phonics? <i>Identification:</i> Predicted outcomes in phonics at the end of Y1 shows an 12% gap between disadvantaged pupils and their peers.</p> | <p>Phonics screening check was taken internally in June 2021 and results show that the attainment gap has closed. <u>Year 1:</u> 100% of disadvantaged pupils passed compared to 97% of non-disadvantaged.</p> |
| <p>How can we further improve the attainment of Y6 pupils? <i>Identification:</i> KS2 results show a significant gap between the attainment gap of disadvantaged and non-disadvantaged pupils.</p> | <p>Attainment gaps across Key Stage 2 have narrowed. KS2: R: 14% W: 8% M: 19%</p> |
| <p>How can we improve outcomes in reading? <i>Identification:</i> 2019 2020 results show significant gaps in reading in KS1 – 10% KS2 – 24%</p> | <p>Attainment gaps across Key Stage 2 have narrowed and in KS1 disadvantaged pupils are outperforming their peers. <i>Attainment gaps in 2020 2021:</i> KS1: R: +6% KS2: R: 14%</p> |
| <p>How can we ensure the attendance of disadvantaged pupils is in line with their peers? <i>Identification:</i> Anxiety of COVID and return to school in September.</p> | <p>Improved attendance over the academic year, however the gap between disadvantaged and other is still an area for development. PP September 20: 92.9 PP July 21: 93.8</p> |

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| <p>How can we further engage parents/carers in their child's learning and ensure they are fully aware of school expectations?</p> <p><i>Identification:</i> Parent survey Dec 19 highlighted the need for improved communication with parents.</p> | <p>Compared to non-disadvantaged: 96.5</p> <p>Parent/carer surveys over the academic year evidenced positive feedback and improved lines of communication between home and school.</p> <p>https://forms.office.com/Pages/DesignPage.aspx?fragment=FormId%3D8rEdoaCytEGRZ13IRN4eVV-5vBZQLv1HnuS4kGOGUnpUOUxKTVdaT1hYNUZLSjhDM05JT0RRSjA4Ui4u%26Token%3D471bdb7175fa42549918f140c206757e</p> <p>https://forms.office.com/Pages/DesignPage.aspx?fragment=FormId%3D8rEdoaCytEGRZ13IRN4eVV-5vBZQLv1HnuS4kGOGUnpURjBSRVZYVERFVjMxSVYwSkY5UFk0Szc4Uy4u</p> |
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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 |
|-----------|----------|
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Further information

When planning our Pupil Premium Strategy Plan we adopted the tiered approach, focusing on:

- High quality teaching
- Targeted academic support
- Wider strategies

From this we identified the challenges linked to each tier and the mitigating actions we will take to overcome each barrier and linked each of these tightly with our school improvement plan to ensure they remain highly prioritised and impact of actions is regularly monitored.

| Area | Challenge | Mitigating action |
|------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Teaching | Providing adequate time for professional development. | Effective and efficient use of staff meetings and INSET days. |
| Targeted support | Ensuring targeted support is provided by SLT to support staff in delivering interventions. | Both AHT paired with part time teachers in class, allowing 2 day leadership time to support school improvement. |
| Wider strategies | Developing a change in mindset to attendance and the importance of education. | Improved channels of communication with parents/carers, including regular texts, emails, visits to school and parental workshops. |

To further strengthen our strategy plan, we have created an approach to supporting disadvantaged pupils. Again, this approach reflects our tiered system above.

High quality teaching:

Underpinned by early identification, tailored support through QFT, effective feedback and use of regular assessment.

Targeted academic support:

Incorporating planned teacher support, booster classes and daily reading opportunities.

Wider strategies:

Fostering a positive approach to relationships with our families and promoting good attendance.

[OUR APPROACH TO SUPPORTING DISADVANTAGED PUPILS \(adobe.com\)](https://adobe.com)