

Mapplewell Primary School - Pupil Premium Strategy Statement 2022 / 2023



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 (updated July 2022)

Detail	Data
School name	Mapplewell Primary
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	21% (57 pupils) <i>Deprivation 49</i> <i>Service 2</i> <i>LAC 3</i> <i>Adopted from care 3</i>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
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	£75,735 + £5,850 LAC = £81,585
Recovery premium funding allocation this academic year	£7,105
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	£88,690

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 a large proportion of disadvantaged pupils have limited oral language skills leading to slower reading progress in

	subsequent years. (<i>September 2021 0% of PP pupils entered EYFS1 at ARE in S or LAU</i>).
2	Identification that on average disadvantaged pupils do not achieve as well as their peers across the curriculum (<i>KS2 July 2022: PP RWM combined 55% / Non PP RWM combined 72%</i>)
3	Many disadvantaged pupils demonstrate 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 2022: PP 93.1% / Non PP 94.8%</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																																	
<p>Raise the attainment of disadvantaged pupils in phonics.</p> <p><i>2022 67% PP / 95% Non PP</i></p>	<p>Disadvantaged pupils will attain in line with their peers in the Year 1 Phonics Screening Check.</p>																																	
<p>Raise the attainment of disadvantaged pupils in times tables.</p> <p><i>2022 APS PP 20.20 / Non PP 23.73</i> <i>2022 20+ marks PP 70% / Non PP 97%</i></p>	<p>Disadvantaged pupils will attain in line with their peers in the Year 4 Multiplication Times Table Check.</p>																																	
<p>Increase the attainment disadvantaged pupils, in EYFS and increase progress rates.</p> <p><i>2022 GLD PP 60% / Non PP 75%</i></p>	<p>Disadvantaged pupils will attain in line with their peers when attaining GLD by the end of EYFS.</p>																																	
<p>To maintain the high levels of attainment and positive progress measures for disadvantaged pupils at the end of KS2.</p> <p><i>2022 KS2 Data</i></p> <table border="1"> <thead> <tr> <th></th> <th>Pupil Premium</th> <th>Non-Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Reading EXS</td> <td>82%</td> <td>84%</td> </tr> <tr> <td>Reading GD</td> <td>36%</td> <td>38%</td> </tr> <tr> <td>Writing EXS</td> <td>55%</td> <td>84%</td> </tr> <tr> <td>Writing GD</td> <td>45%</td> <td>22%</td> </tr> <tr> <td>Maths EXS</td> <td>82%</td> <td>78%</td> </tr> <tr> <td>Maths GD</td> <td>36%</td> <td>28%</td> </tr> <tr> <th>Progress Measures</th> <th>Pupil Premium</th> <th>Non-Pupil Premium</th> </tr> <tr> <td>Reading</td> <td>7.4</td> <td>1.33</td> </tr> <tr> <td>Writing</td> <td>3.7</td> <td>2.03</td> </tr> <tr> <td>Maths</td> <td>5.1</td> <td>0.61</td> </tr> </tbody> </table> <p>Raise the percentage of disadvantaged pupils attaining EXS in reading, writing and maths combined.</p>		Pupil Premium	Non-Pupil Premium	Reading EXS	82%	84%	Reading GD	36%	38%	Writing EXS	55%	84%	Writing GD	45%	22%	Maths EXS	82%	78%	Maths GD	36%	28%	Progress Measures	Pupil Premium	Non-Pupil Premium	Reading	7.4	1.33	Writing	3.7	2.03	Maths	5.1	0.61	<p>There will continue to be a very limited gap between disadvantaged pupils and their peers.</p> <p>There will be an increase in the percentage of disadvantage pupils attaining ARE in RWM.</p>
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2022 KS2 RWM PP 55% / Non PP 72%	
Improve the attendance of pupils eligible for the pupil premium grant, narrowing the gap between this group of pupils and their peers. July 2022: PP 93.1% / Non PP 94.8%	All disadvantaged pupils meet the schools attendance target.

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: £58,341

Measure	Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1: To increase the percentage of disadvantaged pupils attaining GDS across the curriculum.</p> <p>Identification: Identification that disadvantaged pupils do not attain as well as their peers at GDS standard.</p>	<p>Non-teaching AHT to provide booster 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. Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</p>	1,2,
	<p>Use of an experienced EYP to deliver PPA across EYFS to ensure QFT.</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 to teachers and support staff. Bespoke CDP cycles to be delivered to meet individual need.</p>	<p>EFF research suggests that effective feedback improve learning by an additional 8 months. Feedback EEF (educationendowmentfoundation.org.uk)</p>	
	<p>Development of reading fluency to enhance the daily LIRA session and ensure pupils catch up. Use of YARK assessment tool to identify need and pupils. Effective deployment of support staff to ensure bottom 20% have regular access to QFT to catch up.</p>	<p>EFF research suggests that <i>Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.</i></p>	

	EEF blog: Shining a spotlight on reading fluency EEF (educationendowmentfoundation.org.uk)
Daily allocated time for the phonics lead to model, monitor and support in the planning and delivery of phonics.	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. Phonics EEF (educationendowmentfoundation.org.uk)

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

Budgeted cost: £19,546

Measure	Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1: To narrow the attainment gap between disadvantaged pupils and their peers.</p> <p><u>Identification:</u> Identification that disadvantaged pupils do not attain as well as their peers in reading, writing, maths and phonics.</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>Use YARK reading assessments to accurately pitch reading interventions and monitor progress over time.</p> <p>Use CGP and CGP Stretch to ensure appropriate pitch and challenge in text level and questioning.</p> <p>Clear intervention timetable to deliver targeted wave 2 to identified pupils, progress monitored and tracked regularly.</p>	<p>EEF research suggests that small group tuition improves learning by 4 months and reading comprehension strategies by 6 months. 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. 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. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1,2,
	1:1 phonics intervention delivered daily to identified pupils to ensure they quickly catch up and keep up.	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. Phonics EEF (educationendowmentfoundation.org.uk)
Using last year's academic data and cohort action plans establish small group maths interventions for pupils working below age related expectations. NTP tutor to deliver small group intervention for pupils working below ARE. 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.		EFF research suggests that small group tuition improves learning by 4 months and reading comprehension strategies by 6 months. Small group tuition Toolkit Strand Education Endowment Foundation EEF 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. New EEF Guidance Report - Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)
Booster classes to take place in order to narrow the gap in Year 5 and 6,		

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

Budgeted cost: £10,803

Measure	Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1: Improve the attendance rates of disadvantaged pupils and reduce the PA for identified families.</p> <p><u>Identification:</u> July 2022 PP 93.1% / Non PP 94.8%</p>	<p>Develop systems to supported families identified on the RAG rated tracking to best support the attendance of PP pupils.</p> <p>Continued development of Learning Mentor role to work families building stronger home / school links, incorporating EHAs where appropriate.</p> <p>Use of SLA for EWO to support families with attendance issues.</p>	<p>There's a clear link between poor attendance and lower academic achievement DfE research (2015) https://assets.publishing.service.gov.uk/gov/Department for Education publishing.service.gov.uk</p>	5

	<p>Reinforce school approach to incentives and a rewards system for attendance and PA.</p> <p>Monthly attendance meetings between Headteacher and Learning Mentor.</p>		
<p>Priority 2: To provide support for pupils with SEMH concerns.</p> <p><u>Identification:</u> A high proportion of PP pupils enter school with SEMH issues that impacts on learning and development.</p>	<p>Early identification of pupils with SEMH difficulties and clear lines of communication to share intended actions of support to be taken, with parents/carers.</p> <p>TADs/Nurture support for identified pupils.</p> <p>Support provided to families and where required EHA.</p> <p>Subscription to National College to provide CPD for staff on SEMH to ensure children's emotional wellbeing is supported.</p>	<p>Evidence to suggest that personalised support to remove barriers to learning through Learning Mentor support can have a positive impact on outcomes for disadvantaged pupils, parents and families.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	3
<p>Priority 3: Continue to improve SEND provision and ensure effective strategies are in place to support the progress and attainment of SEND/PP pupils.</p> <p><u>Identification:</u> 2022 data across all phases shows disadvantaged pupils with SEND are low attaining and progress is not in line with peers.</p>	<p>Regular SEND KIT meetings HT/SENDCO.</p> <p>SEND/PP pupil progress meetings conducted at key assessments points.</p> <p>Whole school provision map created with SENDCO to ensure all children who are SEN Support are monitored closely and support is provided through graduated approach (Assess, plan, do, review).</p> <p>Clear channels of communication with parents/carers.</p> <p>SEND pupils needs to be catered for through SMART targets and appropriate adaptations to lessons.</p>	<p>Pupils with SEND might face significantly greater challenges in learning than the majority of their peers The impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: 27% of pupils with special educational needs are eligible for free school meals compared to 12% of pupils without special educational needs.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-outcomes-for-pupils-with-send/</p>	1, 2, 3,

<p>Priority 4: Further engage parents/carers in their child's education and learning.</p> <p>Identification: Disadvantaged pupils come from households with limited stability, poor attitudes to education and low aspirations. Parental engagement is low.</p>	<p>Improved channels of communication to keep parents/carers regularly informed about achievements, learning and up coming events.</p> <ul style="list-style-type: none"> - Arbor - Twitter - Verbal feedback from staff - Postcards home - Celebration events - Seesaw - Parental workshops <p>Clear focus to be established on importance of parental engagement on their child's development.</p>	<p>EFF research identifies the crucial role parental engagement plays in pupil outcomes.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
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Total budgeted cost:

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.

Review of 2021 2022 outcomes								
Aim	Outcome							
<p>Attainment in phonics (although previous years data is strong PP in coming cohorts include additional needs of SEND and EAL)</p>	<p>Phonics data continues to be a strength of the school with a high percentage of PP passing the screening check at the end of Year 1 and resits in Year 2.</p> <p>APS of PP phonics screening increased from 8.67 baseline to 26.67 end of summer term.</p> <table border="1" data-bbox="798 1646 1404 2056"> <thead> <tr> <th></th> <th>% PP passing the screening check</th> <th>% non PP passing the screening check</th> </tr> </thead> <tbody> <tr> <td>Year 1 Summer 2022</td> <td>75% (3 / 4 pupils) <i>1 pupil not passing has additional barriers – EHCP.</i></td> <td>95% <i>1 pupil not passing has additional barriers – EHCP.</i> 1 pupil not passing</td> </tr> </tbody> </table>			% PP passing the screening check	% non PP passing the screening check	Year 1 Summer 2022	75% (3 / 4 pupils) <i>1 pupil not passing has additional barriers – EHCP.</i>	95% <i>1 pupil not passing has additional barriers – EHCP.</i> 1 pupil not passing
	% PP passing the screening check	% non PP passing the screening check						
Year 1 Summer 2022	75% (3 / 4 pupils) <i>1 pupil not passing has additional barriers – EHCP.</i>	95% <i>1 pupil not passing has additional barriers – EHCP.</i> 1 pupil not passing						

			achieved a raw score of 31.									
	Year 1 Summer 2021	100% (6 pupils)	97% 1 pupil not passing is also SEND.									
	Year 2 Summer 2022	86% (6/7 pupils) <i>1 pupil not passing has additional barriers – EHCP / EAL. Mobility from Summer 2021.</i>	100%									
	Year 2 Summer 2021	92% (11/12 pupils) <i>1 pupil not passing has additional barriers – SEND</i>	97%									
Raise the attainment of pupils eligible for the pupil premium grant in times tables.	<p>APS of PP Y4 MTC increased from 14.89 baseline to 20.20 end of summer term.</p> <p>PP achieving 20+ marks increased from 30% baseline to 70% MTC summer test.</p> <table border="1"> <thead> <tr> <th></th> <th>% PP achieving 20+ marks</th> <th>% non PP achieving 20% marks</th> </tr> </thead> <tbody> <tr> <td>Year 4 Summer 2022</td> <td>70% (7/10 pupils) <i>3 pupils not passing, 2 also have SEND.</i></td> <td>97%</td> </tr> <tr> <td>Year 4 Summer 2021</td> <td>80%</td> <td>91%</td> </tr> </tbody> </table>				% PP achieving 20+ marks	% non PP achieving 20% marks	Year 4 Summer 2022	70% (7/10 pupils) <i>3 pupils not passing, 2 also have SEND.</i>	97%	Year 4 Summer 2021	80%	91%
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GLD Summer 2022	60%	75%										
GLD Summer 2021	50%	65%										

Progress over time in reading, writing, maths.		2022 PP Progress measures	2019 PP Progress measures
	Reading	7.4	-4.7
	Writing	3.7	-5.9
	Maths	5.1	-3.1

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
Read, Write, Inc	Ruth Miskin - Oxford

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.	Senior leadership capacity and support to new SENDco.
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://www.adobe.com/uk/education/resources/whitepapers/our-approach-to-supporting-disadvantaged-pupils.html)