



Pupil premium strategy statement

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	Macaulay CE Primary School
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jo Samways, Headteacher
Pupil premium lead	Denise King/Katy Doy Inclusion Manager
Governor lead	Anthony Johns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,000
Recovery premium funding allocation this academic year	£ 5,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£82,850

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Macaulay is to ensure that all pupils have the opportunity to understand what they enjoy and what they do well. Our pupil premium strategy is to ensure that our pupils who are disadvantaged have the same access to the broader curriculum and the opportunity to make academic progress as our pupils who are not considered disadvantaged.

Through outstanding teaching across the whole curriculum, careful and regular assessment and by knowing all our families well, we aim to identify barriers to learning and mitigate their impact for each child.

We have a strong focus on the acquisition and development of reading skills through our Literary Leaves programme introduced in 2020-2021 and a targeted approach to the acquisition of vocabulary from Nursery upwards. We aim to give all children confidence in reading that can be applied across the curriculum.

Robust assessment of reading, writing and maths skills ensures that we can target those basic skills where they are not yet at the expected level of attainment.

We ensure that our disadvantaged children have equal access to the wider curriculum (e.g. music lessons, participation in after school clubs and school trips) in order that they can experience as broad an education as possible. We also develop appropriate opportunities outside school such as e.g. Free to Be placements and Maths sessions at the Royal Institution.

We have an inclusive ethos that allows all children to feel an equal part of the school and an approach that is responsive to the identified need rather than an assumption about the impact of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Our internal assessment data shows that standards in writing for all pupils dropped during the pandemic period. Disadvantaged pupils' levels were below that of those of non-disadvantaged pupils especially at GD levels.
2	Our internal assessment data shows that there are gaps in maths knowledge which has led to disadvantaged children's levels below non-disadvantaged children. Children's confidence and ability has been impacted by the restricted in-person teaching and high quality, in the moment feedback.
3	Writing levels and teacher observations show that vocabulary development has been impaired due to the lower than normal access to enriching and high-level discussions of the topics and texts taught in school.
4	The teaching staff have noted that younger children have not had the experiences of the Early Years and Year 1 curriculum which has led to some children lacking in

	confidence in speaking and listening. School Development Week analysis noted some EYFS children needing to develop collaborative learning skills. Speaking and Listening skills for disadvantaged pupils in Reception are below those of non-disadvantaged children.
5	To maintain our current strong reading levels, we have to ensure that our new phonics scheme is implemented quickly and consistently from Reception onwards. Internal assessment data shows that disadvantaged pupils without SEND in Reception are below their non-disadvantaged peers.

Intended outcomes

This section 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
Writing outcomes for disadvantaged children improve	<ul style="list-style-type: none"> • Writing outcomes for disadvantaged children without SEND will be in line with those for non-disadvantaged children. • Disadvantaged children without SEND will make good progress notwithstanding that they may not all be able to reach the expected level. • There will be greater numbers of disadvantaged children reaching Greater Depth in writing. • % of disadvantaged Reception pupils achieving the expected standard for Fine Motor Skills and Writing will be in line with non-disadvantaged pupils.
Maths outcomes for disadvantaged children improve	<ul style="list-style-type: none"> • Maths outcomes for disadvantaged children without SEND will be in line with those for non-disadvantaged children • Disadvantaged children without SEND will make good progress notwithstanding that they may not all be able to reach the expected level. • There will be greater numbers of disadvantaged children reaching Greater Depth in Maths. • Disadvantaged children without SEND will achieve in line with non-disadvantaged pupils in Year 4 Multiplication Tables Check.
Children will build a wide and varied vocabulary which will support communication both in writing and orally Gaps in phonetical awareness will be identified and bridged through the implementation of a newly-introduced phonics scheme	<ul style="list-style-type: none"> • Word of the Day activity to be in place in all classes daily. This will be on display in classrooms, either in the class book or on the working wall. • The Writing Task focus programme will be embedded and consistent throughout the school. • Phonics screening scores in Year 1 will be at least in line with national scores and disadvantaged pupils without SEND will achieve in line with non-disadvantaged pupils.

	<ul style="list-style-type: none"> Reading attainment will remain high across the school for both disadvantaged pupils and non-disadvantaged pupils.
Disadvantaged pupils have equal access to the wider curriculum	<ul style="list-style-type: none"> High percentage of disadvantaged pupils take up the opportunity to learn a musical instrument. High percentage of disadvantaged pupils participate in at least one after school club.

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: £ 21,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistant support in KS1 classes to allow in class interventions to happen and targeted group work with the class teacher. Additional adults reduce the staff:pupil ratio within the class.	<p>There is evidence of the additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school.</p> <p>Reducing class size Toolkit Strand Education Endowment Foundation EEF</p>	1,2
Purchase of a DfE validated phonics scheme (Little Wandle programme) to secure strong and consistent phonics teaching for pupils from Reception to Year 2.	<p>There is strong evidence that effective phonics programmes have a major positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	5
Targeted teacher CPD from The Literacy Tree for improving writing outcomes across the school	<p>High quality teaching ensures good progress for all pupils – including those who are disadvantaged. One of the main areas of our CPD programme is to secure high quality English teaching from all staff members.</p> <p>EEF Guide to Pupil Premium</p>	1

Purchase of termly NTS tests for Reading, Maths and GaPs	Detailed analysis of pupils' attainment will aid our assessment of the academic challenges faced by disadvantaged pupils and how to address these. EEF Guide to Pupil Premium	1,2
Recruitment of a third member of SLT as Assistant Head to support the provision of outstanding teaching and learning throughout the school.	An AHT who is an outstanding practitioner provides peer CPD support and leads on the ground teaching and learning development to secure high quality teaching. EEF Guide to Pupil Premium	All
Teacher CPD to ensure metacognition strategies are implemented consistently across the school.	Teaching children metacognition skills has a strong impact on their ability to achieve. Metacognition and Self-regulation Toolkit Strand Education Endowment Foundation EEF	All

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

Budgeted cost: £ 32,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group maths and writing tutoring interventions (including from the Inclusion Manager)	Short regular session targeting areas for development have the maximum impact. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2
1:1 reading (including from the Inclusion Manager)	Short regular sessions have the maximum impact. Individualized Instruction Toolkit Strand Education Endowment Foundation EEF	5
Phonics catch up groups from Little Wandle scheme	Short regular session targeting areas for development have the maximum impact. Phonics Toolkit Strand Education Endowment Foundation EEF	5
Speech and Language therapy – small group activities led by our Speech and Language Therapist & school teaching assistants	Comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both. Oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	3.4

	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 26,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest schools	Our experience and observations show that the level of engagement by the Reception children during these session encourages their social interaction and positive attitude to learning. In addition, our sessions are led by a trained Early Years teacher who is able to target children’s speaking and listening. This represents another opportunity to broaden the children’s vocabulary. Oral Language Interventions Toolkit Strand Education Endowment Foundation EEF	3
French	Our intention is that all children have the same preparation for the statutory MFL curriculum in KS2. Studies (e.g. University of Essex) shows that the frequency of input is the single most important factor for vocabulary learning. The focus on the acquisition of French vocabulary matches our focus on English vocabulary.	3
Fegans	80% of pupils who access Fegans counselling are disadvantaged. Our internal assessments show that each of these children has made good academic progress in the last two academic years. Social and Emotional Learning Toolkit Strand Education Endowment Foundation EEF	All
Paying for pupils to have individual instrumental lessons on an instrument of their choice (guitar, violin or cello).	The 2015 review of the “Impact of arts education on the cognitive and non-cognitive outcomes of school-aged children” stated playing an instrument has favourable effects on young children’s learning outcomes, in particular cognitive	All

	<p>abilities, and to some extent self-esteem and social behaviour.</p> <p>Arts Education Review Education Endowment Foundation EEF</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum</p> <p>Arts participation Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Subsidising access to the wider curriculum e.g. before and after school clubs, school trips (including those that are residential) to ensure that all children benefit from such experiences.</p>	<p>There is some evidence that a school led approach to developing a positive school ethos can support greater engagement in learning. The evidence indicates that there is particular promise for approaches that focus on improving social interaction.</p> <p>Social and Emotional Learning Toolkit Strand Education Endowment Foundation EEF</p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>Outdoor Adventure Learning Toolkit Strand Education Endowment Foundation EEF</p>	All
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>This includes the provision of school uniform where we feel it would impact a child's sense of wellbeing and belonging</p>	All

Total budgeted cost: £ 80,490

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.

Our 2020-2021 pupil premium strategy was adjusted throughout the year to take account of the impact of Covid-19.

Following the 2020 lockdown our whole school focus for 2020-2021 was reading, with a particular focus on supporting disadvantaged children to acquire reading skills.

Phonics teaching was prioritised throughout remote learning with the class teachers leading a live daily online phonics session. In Reception, the class teacher also led the majority of the in-person phonics sessions for the children who were onsite. We aimed to mitigate the impact of Covid with the inclusion of disadvantaged children in our onsite provision. 48% of our onsite provision was for disadvantaged pupils. Small group support for phonics teaching in Reception and Year 1 was provided once the whole school returned.

This support led to good performance by our disadvantaged pupils in reading. Across the school disadvantaged children (without SEND) performed as well, if not better, than their peers in Reading both at WA+ and GD levels. In the Year 1 phonics screening assessment 75% of disadvantaged pupils met or exceeded the phonics threshold at the end of the year.

Our internal assessments showed that the attainment of our disadvantaged pupils in writing and maths was particularly affected by the disruption caused by Covid. Small group tutoring support was provided to target writing and maths skills across the school and this continues to be a focus for 2021-2022.

KS2 SATs 2021 (Teacher Assessment)*

40% of Disadvantaged Pupils in this cohort are on the SEN-D Register.

	Expected Standard		Greater Depth	
	Macaulay	All pupils National (2019)	Macaulay	All pupils National (2019)
Reading				
Non-disadvantaged pupils (18)	94%	73%	72%	27%
Disadvantaged pupils (5)	100%	-	40%	--
Writing				
Non-disadvantaged pupils (18)	89%	78%	33%	20%
Disadvantaged pupils (5)	40%	-	20%	-
Maths				
Non-disadvantaged pupils (18)	94%	79%	61%	29%
Disadvantaged pupils (5)	60%	-	0%	-

Externally provided programmes

Non-DfE programmes purchased in 2020-2021

Programme	Provider
Literary Leaves reading scheme	The Literacy Tree consultancy

Completed: December 2021