

Pupil Premium Strategy Statement – Macaulay CE Primary School



This statement details Macaulay’s use of pupil premium funding for the 2024 to 2025 academic year, 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, the outcomes for children in receipt of pupil premium funding last academic year (2023-24).

School Overview

Detail	Data
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Susan Eade, Headteacher
Pupil premium lead	Susan Eade and SLT
Governor / Trustee lead	Anthony Johns

Funding overview

Pupil premium £79,840.

Recovery £3842.50

Total £83,682.50

Detail	Amount
Pupil premium funding allocation this academic year	£79,840.00
Recovery premium funding allocation this academic year	£3, 842.50
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£83,682.50

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Macaulay CE Primary School, we provide a high quality of education for all our pupils, regardless of ability and background, in order for them to flourish and fulfil their potential.

The national educational outcomes for children eligible for the pupil premium grant are lower than the attainment levels of children who do not receive the grant. Therefore, we have prioritised our spending of the pupil premium grant to raise the attainment of disadvantaged pupils and enable them to have equal access to the wider curriculum (e.g. music lessons, participation in after school clubs).

We acknowledge that there are non-academic challenges that our pupils face that can impact their access to learning. Our pupil premium strategy outlines how we support these pupils through social, emotional intervention, and enrichment.

Key Priorities for 2024-25:

- To provide an inspirational and stimulating curriculum designed to fully engage pupils in their learning and provide a range of learning opportunities
- Provide targeted academic support for pupils who are not making the expected progress
- To lead interventions with targeted pupils, equipping them with the social, emotional skills and learning behaviours to achieve well as they move to their next phase of learning
- To deepen and extend higher attaining pupil premium pupils, so identified pupils exceed national year group expectations

Challenges

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

Challenge number	Detail of challenge
1	The July 2024 internal assessment data shows that pupil premium children are not yet in line with standards achieved with their peers in Reading, Writing and Mathematics.
2	Pupil premium children are not consistently accessing enrichment activities as a result of financial challenges.
3	Social, emotional and mental health difficulties present as barriers to learning for a number of pupil premium children. Difficulties include low self-confidence, low resilience, and difficulties with emotional regulation. This can have an impact on school attendance.

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.

PP – Pupil Premium

Non-PP – Non-Pupil Premium

Intended outcome	Success criteria
In Key Stage 1, narrow the gap between pupil premium children and their peers in Phonics, Reading, Writing and Mathematics.	<ul style="list-style-type: none"> Academic outcomes in Phonics, Reading, Writing and Mathematics show that the gap narrows between PP and non-PP at the expected standard. Higher percentage of PP children achieve the Greater Depth standard. Increased parental involvement in improving outcomes. Confidence building – pupil voice will indicate that PP children can recall subject content and build on their understanding. Staff engage in regular training and refresher sessions on the curriculum and implement metacognitive strategies to raise attainment. Teachers identify gaps in learning, address these through quality first teaching and learning and interventions – impact measures through pupil attainment and progress.

<p>In Key Stage 2, narrow the gap between PP children and their peers in Reading, Writing and Mathematics.</p>	<ul style="list-style-type: none"> • Key Stage 2 staff identify, deliver and monitor interventions for pupils who are working below age related expectations. • Staff engage in regular training and refresher sessions on the curriculum and implement metacognitive strategies to raise attainment. • Increased percentage of children working on the expected standard in Reading, Writing and Mathematics (especially the PP children working on the ‘cusp’ of expected). • Increased percentage of children achieve the Greater Depth standard in Reading, Writing and Mathematics.
<p>Pupil premium children build and develop a wide and varied vocabulary which will support communication both in writing and orally.</p> <p>Gaps in phonetical awareness will continue to be identified and bridged through the daily teaching of phonics.</p>	<ul style="list-style-type: none"> • The Word of the Day programme continues and is consistently delivered to a high standard throughout the school. • Pupils use new and more ambitious vocabulary in their discussions and written work. • End of Reception data suggests that PP children are on track to achieve the expected standard in Communication and Language. There are rich opportunities for children to develop their language through the provision and quality adult interactions. • In Year 1, phonics screening scores for PP children are above the national average and in line with their peers.
<p>Pupil premium children have equal access to the wider curriculum and strategies are in place to encourage involvement.</p>	<ul style="list-style-type: none"> • Higher percentage of PP children takes up the opportunity to learn a musical instrument. • Higher percentage of PP children participate in breakfast and after school clubs.

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: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Outstanding, experienced teachers.</p> <p>Teaching assistants support classes by enabling in-class interventions and targeted group work.</p> <p>Additional adults reduce the staff: pupil ratio within the class.</p>	<p>Quality first teaching, smaller class sizes and additional adult support through intervention and targeted group work is an effective approach to raise progress and attainment.</p> <p>Reducing Class Size / Toolkit Strand / Education Endowment Foundation / EEF</p>	1
<p>Daily phonics/spelling programme (Little Wandle) to continue securing strong and consistent for phonics/spelling outcomes.</p> <p>Staff support pupils with the application of phonics and spelling strategies across the curriculum.</p> <p>Targeted group work and intervention develop children's comprehension skills.</p>	<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>	1
<p>Targeted teacher CPD on developing writing across the curriculum, including provision and extension for Greater Depth writers and those working on the</p>	<p>High quality teaching ensures good progress for all pupils. 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

'cusp' of the expected standard.		
SLT focus on standards across the school to support the provision of outstanding teaching and learning throughout the school.	Our Deputy Headteacher is an outstanding practitioner who provides peer CPD support, further developing teaching and learning to secure outstanding outcomes for pupils EEF Guide to Pupil Premium	1
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	1,3

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

Budgeted cost: £ 9,487.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group maths, reading and writing tutoring interventions	Short, regular sessions targeting areas for development have the maximum impact. Small Group Tuition / Toolkit Strand / Education Endowment Foundation / EEF	1, 3
1:1 and small group guided reading sessions	Short regular sessions have the maximum impact. Individualised Instruction / Toolkit Strand / Education Endowment Foundation / EEF	1,3
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	1
Speech and Language therapy – small group targeted groups led by our Speech and Language Therapist &	Oral language interventions aim to support learners' use of vocabulary, articulation of ideas, spoken expression and comprehension.	1,3

school teaching assistants.	Oral Language Interventions / Toolkit Strand / Education Endowment Foundation / EEF	
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 42, 195

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School	<p>Our experience and observations show that the level of engagement by the Reception children during Forest School sessions 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.</p> <p>These Forest School sessions are to be extended to children across the school. The amount allocated includes supply cover for the Early Years teacher who is a trained forest school teacher.</p> <p>Oral Language Interventions / Toolkit Strand / Education Endowment Foundation / EEF</p>	2,3
French	<p>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.</p>	2
Spurgeons Counselling	<p>80% of pupils who access Spurgeons counselling are pupil premium. Our internal assessments show that each of these children has made good academic progress in the last two academic years.</p> <p>Social and Emotional Learning / Toolkit Strand / Education Endowment Foundation / EEF</p>	1, 2, 3

<p>Reduced cost for pupils to have individual instrumental lessons on an instrument of their choice (guitar, violin or cello).</p>	<p>The 2015 review of the “Impact of arts education on the cognitive and noncognitive outcomes of school-aged children” stated playing an instrument has favourable effects on young children’s learning outcomes, in particular cognitive 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>1, 2, 3</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-esteem, 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>	<p>1, 2, 3</p>
<p>Kick Mentoring</p>	<p>Mentoring interventions are beneficial for pupils in developing of trusting relationships with an adult or older peer, providing a source of support.</p> <p>Mentoring / Toolkit Strand / Education Endowment Foundation / EEF</p>	<p>1, 2, 3</p>

<p>Whole staff CPD and implementation of Zones of Regulation to support children's emotional regulation.</p>	<p>Social Emotional Learning interventions in education are shown to improve Social and Emotional Learning Skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and Emotional Learning / Toolkit Strand / Education Endowment Foundation / EEF</p>	<p>3</p>
<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>All</p>

Total budgeted cost: £ £83,682.50

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

Review of Year 2023-24

Reading, Writing and Mathematics Attainment and Progress

The pupil premium strategy for the Year 2023-24 has led to significant progress in key areas. In particular, the End of Key Stage 2 attainment indicates that pupil premium are achieving in line with their peers (See table 3 & 4 – page 11 & 12).

Year 1 Phonics Screening data (See table 2 – page 11) shows that 75% of pupil premium children passed; this is above the national (68%) and the Lambeth average (70%). There is a gap of 25% between pupil premium and non-pupil premium. There are 8 PP children and 18 non-PP.

Foundation Stage data (See table 1 – page 11) shows a gap between pupil premium and non-pupil premium, however there are only 5 children in receipt of pupil premium funding. These children are in intervention groups.

Across the school, pupil premium children have made good progress, however internal data tracking indicates that there are still gaps in attainment. Teachers confidently identify gaps in pupil's knowledge and understanding and plan, deliver and monitor effective interventions. This suggest that effective strategies are in place, however further refinement is required to raise the progress and attainment of these children.

Emotional Regulation and learning awareness

There has been progress in supporting pupil premium children develop effective emotional regulation and learning strategies. Staff feedback and pupil voice demonstrate that children are developing the language to articulate their feelings and the resilience to persevere in more challenging tasks. However, it is recognised that this continues to be an area of focus as external challenges emerge in children's lives that has had impact on their resilience and self-esteem.

The Zones of Regulation are embedded throughout the school.

Parental Engagement

Engagement of parents of pupil premium children has increased, leading to strong support and involvement.

Participation in Enrichment

Analysis of after school club attendance generally indicates that clubs are well attending by pupil premium children.

DATA

Early Years Data

Table 4 - FSP Assessment performance by children entitled to free school meals (FSM)

	Macaulay				Lambeth			
	Av. Learning goals per pupil	GLD	ALG	Cohort	Av. Learning goals per pupil	GLD	ALG	Cohort
Not Eligible	14.1	81%	67%	21	14.4	71%	70%	1821
Eligible	13.4	60%	60%	5	13.0	59%	58%	587

Phonics Screening Data

Table 3 - % of pupils Working At (Wa) the expected standard by free school meal status

	Macaulay		Lambeth	
	% Wa	Cohort	% Wa	Cohort
Eligible	75%	8	70%	891
Not Eligible	100%	18	84%	1,729

End of Key Stage 2 Data

Key Stage 2 - Reaching expected standard (%)

	Cohort	Reading Test			Writing TA			Maths Test			RWM combined		
		School Results (%)	National Non PP* 2023	Difference	School Results (%)	National Non PP* 2023	Difference	School Results (%)	National Non PP* 2023	Difference	School Results (%)	National Non PP* 2023	Difference
All Pupils	20	75%	78%	-3%	70%	77%	-7%	75%	79%	-4%	60%	66%	-6%
Non PP	13	77%	78%	-1%	69%	77%	-8%	77%	79%	-2%	62%	66%	-4%
PP	7	71%	78%	-7%	71%	77%	-6%	71%	79%	-8%	57%	66%	-9%
Within School Gap		-5			2			-5			-4		

Key Stage 2- Reaching higher standard

	Cohort	Reading Test			Writing TA			Maths Test			RWM combined		
		School Results (%)	National Non PP* 2023	Difference	School Results (%)	National Non PP* 2023	Difference	School Results (%)	National Non PP* 2023	Difference	School Results (%)	National Non PP* 2023	Difference
All Pupils	20	35%	34%	1%	25%	16%	9%	40%	29%	11%	20%	10%	10%
Non PP	13	38%	34%	4%	31%	16%	15%	46%	29%	17%	23%	10%	13%
PP	7	29%	34%	-5%	14%	16%	-2%	29%	29%	0%	14%	10%	4%
Within School Gap		-10			-16			-18			-9		