

# Pupil Premium Strategy Statement – Macaulay CE Primary School



This statement details our school's use of pupil premium (and recovery premium) funding for the 2023 to 2024 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 and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	161 (Rec to Year 6)
Proportion (%) of pupil premium eligible pupils	31% (2022-23) This to be confirmed for 2023-24
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Susan Eade, Headteacher
Pupil premium lead	Susan Eade and SLT
Governor / Trustee lead	Anthony Johns

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,455
Recovery premium funding allocation this academic year	£ 6,300
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£91,755</b>

## 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 in the same way 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 which was introduced in 2020-2021 and through 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. We use a Word of the Day approach in every class to support all children to broaden and deepen their understanding and use of interesting and ambitious vocabulary. During the academic year 2023-2024, we will continue to engage with a maths consultant to further develop teachers' skills in deepening and challenging children's understanding. This is due to new staff joining Macaulay. 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 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 are not yet in line with standards achieved prior to COVID-19. Disadvantaged pupils' levels were below those of non-disadvantaged pupils at 'Working At' and 'Greater Depth' levels.
2	Our internal assessment data shows that there are gaps in maths knowledge which have led to disadvantaged children's levels being below non-disadvantaged children.
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. Speaking and Listening skills for disadvantaged pupils in Reception are below those of non-disadvantaged children.
5	To maintain our current strong reading levels by the end of each Key Stage, we have to ensure that children master the phonics skills they require quickly and consistently from Reception onwards. Internal assessment data shows that disadvantaged pupils are not yet doing as well as their non-disadvantaged peers in Literacy in Reception or in Phonics in Year 1.
6	Teachers are reporting that social, emotional and mental health difficulties are currently presenting as barriers to learning for a number of disadvantaged pupils. Difficulties include low self-confidence, low resilience and difficulties with emotional regulation.

## 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
Writing outcomes for disadvantaged children improve	<ul style="list-style-type: none"> <li>• Writing outcomes for disadvantaged children without SEND will be in line with those for non-disadvantaged children.</li> <li>• Disadvantaged children will make good progress notwithstanding that they may not all be able to reach the expected level.</li> </ul>

	<ul style="list-style-type: none"> <li>• There will be greater numbers of disadvantaged children reaching Greater Depth in writing.</li> <li>• % of disadvantaged Reception pupils achieving the expected standard for Fine Motor Skills and Writing will be in line with non-disadvantaged pupils.</li> </ul>
<p>Maths outcomes for disadvantaged children improve</p>	<ul style="list-style-type: none"> <li>• Maths outcomes for disadvantaged children without SEND will be in line with those for non-disadvantaged children</li> <li>• Disadvantaged children will make good progress notwithstanding that they may not all be able to reach the expected level.</li> <li>• There will be greater numbers of disadvantaged children reaching Greater Depth in Maths.</li> <li>• Disadvantaged children without SEND will achieve in line with non-disadvantaged pupils in Year 4 Multiplication Tables Check.</li> </ul>
<p>Children will build a wide and varied vocabulary which will support communication both in writing and orally</p> <p>Gaps in phonetical awareness will be identified and bridged through the implementation of a newly-introduced phonics scheme</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The Word of the Day programme will be embedded and consistent throughout the school.</li> <li>• 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.</li> </ul>
<p>Disadvantaged pupils have equal access to the wider curriculum</p>	<ul style="list-style-type: none"> <li>• High percentage of disadvantaged pupils take up the opportunity to learn a musical instrument.</li> <li>• High percentage of disadvantaged pupils participate in at least one after school club.</li> <li>• Disadvantaged pupils are able to access appropriate support to overcome social, emotional or mental health barriers to learning.</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: £ 21, 475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Additional teaching assistant support in KS1 classes to enable in-class interventions and targeted group work with the class teacher. Additional adults reduce the staff:pupil ratio within the class.</b></p>	<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><a href="#">Reducing Class Size / Toolkit Strand / Education Endowment Foundation / EEF</a></p>	<p>1,2</p>
<p><b>Continue to embed a DfE validated phonics scheme (Little Wandle programme) to secure strong and consistent phonics teaching for pupils from Reception to Year 2.</b></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><a href="#">Phonics / Toolkit Strand / Education Endowment Foundation / EEF</a></p>	<p>5</p>
<p><b>Targeted teacher CPD from The Literacy Tree for improving writing outcomes across the school.</b></p>	<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><a href="#">EEF Guide to Pupil Premium</a></p>	<p>1</p>
<p><b>Targeted teacher CPD from Maths Consultancy for improving maths outcomes across the school.</b></p>	<p>Teacher CPD on deepening and challenging children’s understanding so as to further develop high quality teaching ensuring good progress for all pupils, including those who are disadvantaged. One of the main areas of our CPD programme is to secure high quality Maths teaching from all staff members.</p>	<p>1, 2</p>

	<a href="#">EEF Guide to Pupil Premium</a>	
<b>SLT focus on intent, implementation and impact of curriculum – to support the provision of outstanding teaching and learning throughout the school.</b>	DHT is an outstanding practitioner who provide peer CPD support and leads on the ground teaching and learning development to secure high quality teaching. <a href="#">EEF Guide to Pupil Premium</a>	All
<b>Teacher CPD to ensure metacognition strategies are implemented consistently across the school.</b>	Teaching children metacognition skills has a strong impact on their ability to achieve. <a href="#">Metacognition and Self-Regulation / Toolkit Strand / Education Endowment Foundation / EEF</a>	All
<b>Whole staff CPD on Zones of Regulation to support children’s emotional regulation.</b>	Social Emotional Learning interventions in education are shown to improve SEL 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. <a href="#">Social and Emotional Learning / Toolkit Strand / Education Endowment Foundation / EEF</a>	6

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

Budgeted cost: £ 29,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Small group maths and writing tutoring interventions</b>	Short regular session targeting areas for development have the maximum impact. <a href="#">Small Group Tuition / Toolkit Strand / Education Endowment Foundation / EEF</a>	1, 2
<b>1:1 reading</b>	Short regular sessions have the maximum impact. <a href="#">Individualised Instruction / Toolkit Strand / Education Endowment Foundation / EEF</a>	5
<b>Phonics catch up groups from Little Wandle scheme.</b>	Short regular session targeting areas for development have the maximum impact. <a href="#">Phonics / Toolkit Strand / Education Endowment Foundation / EEF</a>	5
<b>Speech and Language therapy – small group targeted groups led by our Speech and Language Therapist &amp; school teaching assistants.</b>	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. <a href="#">Oral Language Interventions / Toolkit Strand / Education Endowment Foundation / EEF</a>	3, 4

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

Budgeted cost: £ 41,010

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



<p><b>Paying for pupils to have individual instrumental lessons on an instrument of their choice (guitar, violin or cello).</b></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><a href="#">Arts Education Review / Education Endowment Foundation / EEF</a></p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum</p> <p><a href="#">Arts Participation / Toolkit Strand / Education Endowment Foundation / EEF</a></p>	<p>All</p>
<p><b>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.</b></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><a href="#">Social and Emotional Learning / Toolkit Strand / Education Endowment Foundation / EEF</a></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><a href="#">Outdoor Adventure Learning / Toolkit Strand / Education Endowment Foundation / EEF</a></p>	<p>All</p>
<p><b>Kick Mentoring</b></p>	<p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or</p>	<p>All</p>

	<p>older peer can provide a different source of support.</p> <p>Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p><a href="#">Mentoring / Toolkit Strand / Education Endowment Foundation / EEF</a></p>	
<b>Contingency fund for acute issues.</b>	<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. 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: £ 91,755**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

There was a continued focus on developing writing outcomes for all pupils across the academic year. This included:

- Consultancy support from The Literacy Tree – CPD sessions with new teachers and teachers new to a year group explored writing standards and expectations and provided SLT with actions to support individual teachers;
- Writing moderation with the English lead recorded high standards of writing in many classes;
- There continued to be a strong push on use of vocabulary across the school; ‘Word of the Day’ continues to be used across the school with a focused morning writing activity being undertaken by classes at least three times a week.
- EYFS focus on the children speaking in full sentences (e.g. in answer to questions) has impacted on the children’s writing as they have shown improved understanding of how to construct sentences;
- Inclusion Manager had oversight of Speech and Language provisions in conjunction with our Speech and Language Therapist

Maths continued to be an area of focus during 2022-2023. National test style papers were purchased, enabling teachers to analyse pupil performance and identify areas to target for individuals and groups of children. The Maths Lead analysed themes arising from commonly inaccurately answered questions and delivered staff meeting training for teachers on these areas. Maths consultant Steph King focused on developing children maths skills to further stretch and challenge for all pupils.

At the end of the Early Years Foundation Stage, 71% of disadvantaged pupils achieved the Early Learning Goals in Physical Development (compared with 92% of non-disadvantaged pupils). 43% of disadvantaged pupils achieved the expected level in Literacy, compared with 63% of non-disadvantaged pupils. Ongoing phonics catch up provision will continue alongside targeted teaching assistant support during 2023-2024 to support this cohort and to close the gap between disadvantaged and non-disadvantaged pupils.

At the end of KS1 (Year 2), 75% of disadvantaged pupils without SEN achieved the expected standard in Reading (compared with 85% of non-disadvantaged pupils). There was a larger gap between disadvantaged and non-disadvantaged pupils in Writing and reading and this will continue to be an area of focus for this cohort in 2023-24. Disadvantaged pupils without SEN performed similarly to their non-disadvantaged peers in maths, but again this will continue to be a focus for this cohort in 2023-24 – especially for those children with identified SEN who are also disadvantaged.

In Key Stage 2, our internal teacher assessment showed gaps in attainment between Disadvantaged Pupils and Non-Disadvantaged Pupils which continues to be an area of focus. In Year 3, there was a gap at the end of the year of 13% for Reading, 38% for Writing and 33% for Maths with regards to the Expected Standard. At Greater Depth, there was a gap of 8% for Reading, 6% for Writing and 25% for Maths. Similarly, in Year 4 for the Expected Standard there was a gap of 27% for Reading, 33% for

Writing and 13% for Maths. At Greater Depth, there was a gap of 7% for Reading, 3% for Writing and 3% for Maths.

At the end of Key Stage 2 (Year 6), all disadvantaged pupils without SEN achieved the Expected Standard in Reading, Writing and Maths. 42% of disadvantaged pupils without SEN achieved Greater Depth in Reading. Of the disadvantaged pupils with SEN in this cohort, 4 out of 10 were supported with an EHC Plan. These children made significant progress from their low starting points and made very good progress against their Individual Education Plan targets.