

# Pupil premium strategy statement – Martinshaw Primary School

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

## School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	31 (14.7%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022- 2025
Date this statement was published	December 2022
Date on which it will be reviewed	Sept/Oct 2023
Statement authorised by	Neil Elson
Pupil premium lead	Neil Elson
Governor / Trustee lead	Peter Griffin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,600
Recovery premium funding allocation this academic year	£5,365
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£NIL
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£59,965

# Part A: Pupil premium strategy plan

## Statement of intent

- When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by Education Endowment Foundation should be used to support decisions around the use of different strategies and their value for money.
- Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.
- The challenges are varied and there is no “one size fits all”. We consider fully the needs of our children in our decision-making.
- **Our objectives are:**
  - To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
  - For all disadvantaged pupils in school to make or exceed nationally expected progress rates
  - To support our children’s health and wellbeing to enable them to access learning at an appropriate level

### **We aim to do this through:**

- Ensuring that teaching and learning opportunities meet the needs of all children
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Recognising that not all children who receive free school meals will be socially disadvantaged
- Recognising that not all children who are socially disadvantaged are registered or qualify for free school meals. This will include looked after children and Ever 6 children. We use our knowledge of pupils and families to identify pupils we consider need extra support and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Allocating Pupil Premium funding following a needs analysis, which will identify priority classes, groups or individuals.

**Achieving these objectives:**

Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.

- Allocating a ‘Pupil Premium’ / ‘Catch Up’ - providing small group work focussed on overcoming gaps in learning and running nurture groups. Ensuring that all teaching/learning support assistants are used effectively to support pupil premium children.
  - Additional teaching and learning opportunities provided for children via interventions.
  - Aiming at accelerating progress, moving children to at least age-related expectations. Targeting able children on Free School Meals to achieve Age Related Expectations
  - Supporting payment for activities, educational visits and experiences. Ensuring children have first-hand experiences to use in their learning in the classroom
  - Behaviour support

## Challenges

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

Challenge number	Detail of challenge
1	Wellbeing assessments demonstrated that the positive mental health of a proportion of our disadvantaged pupils had been adversely impacted by partial school closures during the pandemic. To support pupils in sustaining their positive mental health to enhance their
2	Children and their families have social & emotional difficulties, including medical and mental health issues.
3	Pupils have limited experiences beyond their home life and immediate community.
4	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge
5	Increasing attainment gap across Reading, Writing and Maths while ensuring that the broad curriculum is also fully inclusive for all children.

6	Missed / forgotten learning due to school closures could affect slower progress rates towards end of key stage expectations / attainment and generally across the school
7	Less reading of high quality texts during school closures. Many children didn't read or complete their home learning. As a result, their progress from March 2020 to July 2021 was much reduced and this remains low.
8	Reduced opportunities to write during school closure due to Covid

## 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
Increase of KS1 and KS2 attainment in reading, writing and maths– including catch-up provision. Closing gaps agenda for PP pupils.	Support groups planned, resourced and evaluated effectively to ensure that they have the maximum possible impact. Achieve national average progress/attainment scores in KS1 and KS2 (June 2021)
TAs/LSAs deployed effectively to support catch-up across the school. Training in place to enable effective provision.	TAs/LSAs employed to support disadvantaged children, training in place for TAs/LSAs on various intervention programmes when needed.
New and more consistent teaching of reading across the school	Reading for understanding and comprehension progress can be evidenced. Effective use of new phonics scheme Guided reading weekly for every child
Increased well-being and emotional support for all pupils, including those eligible for PP	Support groups continued for PP children with trained ELSA when required. Focus on mindfulness across school and raised awareness of everyone's mental health
Pupils' achievement in wider curriculum subjects is in line with non PP pupils and cultural capital is developed and sustained.	Experiences and visits planned for children across the year, wide range of extra-curricular clubs/visits. Pupil voice shows a greater understanding of the world around them.

## 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: £49,507

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further focus on school values and sift skills. All staff take part in first initiative session on teacher day to discuss school values and what this would look like. Working party from all stakeholders e.g. teachers, LSAs, admin, lunchtime staff, children, parents &amp; governors to lead</p>	<p>Soft/life skills e.g. tolerance, resilience, good work ethics, empathy, positivity etc are very important in life. These all contribute to good mental health. This is a strength at Martinshaw, but it is felt this can be taken a step further. Linking these attributes with British Values, The Protected Characteristics, PSHCE curriculum (incl. SRE) and academic areas of the curriculum e.g. science and PE are paramount so there is a clear journey through the school for the children.</p>	<p>1,2,3,4,5,6,7 &amp; 8</p>
<p>Whole school approach to reading including phonics teaching, guided &amp; shared reading, class book reading, weekly guided comprehension (KS2), one to one reading (all school staff &amp; volunteers), reading initiatives e.g. book week, visiting authors &amp; Premier League Primary Stars. Monitor progress and attainment through regular assessments/tests and pupil progress meetings. Support staff will teach a small group (1 hr daily) containing children eligible for PP. Some of this will be financed by the PP+</p>	<p>EEF Toolkit demonstrates the positive impact of Quality First Teaching in classrooms. This starts by ensuring all staff have high expectations of all children – ‘A rising tide floats all boats’. We invest some of the PP in longer term strategies which will help all pupils. Very specific targeted support (via LSA/TA) will highlight and target gaps in learning quickly. From Aug 2022, the school has adopted the RWI phonics scheme. Evidence suggests this is one of the best phonics schemes.</p>	<p>1,4,5,6, 7,8</p>
<p>Purchase Test Base Assessments for Yr 2 to Yr 6 – Jan and June.</p>	<p>Standardised tests provide reliable insights into specific strengths and areas for development. This can be at individual or group level. In addition, testing also gives children experience of sitting tests which will be more prevalent at secondary school level. Test Base also allows us to compare</p>	<p>4,5,6 &amp; 8</p>

	our results with other schools in other areas of the country.	
Subscription to learning Platforms e.g. TT Rockstars, Seesaw and ReadWrite Inc (Incl. spelling scheme)	Good Learning Platforms (designed by educational specialists) all us to access educational materials to support teaching and learning.	4,5,6,7 & 8
Purchase specific genres of books which interest PP children.	Children read more if they enjoy the subject matter they are reading. Those children who read more, become better readers.	4,5,7

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

Budgeted cost: £36,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants/LSA to deliver interventions (8.30am – 9.00am), nurture and work with pupil premium children in EYFS/KS1 & KS2.	<p><a href="#">EEF</a></p> <p><i>“As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.”</i></p> <p>We have analysed the needs of our PP cohort and have identified a number of children who would benefit from smaller group teaching and interventions this will allow us to increase the amount of attention each child will receive</p> <p>Allocations of TAs/LSAs to ensure that each class has at least morning support in English/maths. Extra printouts/tech support if isolating. Extra support for parents through increased contact time via email and telephone.</p>	1,3,4,5,6,8
Apply for one to one funding for child for a daily English and maths lesson. If funding is accepted, the child will receive 2 hours of extra support for maths & English.	<p>National statistics show that 21% of LAC children attain the expected standard in reading, writing &amp; maths. Our aim is for our LAC children to attain the expected standard in RWM at the end of EYFS.</p> <p>Funded by PP+ via Nottingham City Virtual School.</p>	1,2,3,4,5,6,7,8

Apply for one to one funding for child for 4.5 hours of non English/ maths sessions incl. extra support at lunchtimes.	LAC child to engage in more science, PE, Hist/Geog lessons. In addition, support during unstructured play at playtimes & lunchtime will improve confidence and engagement in school.	1,2,3,4,5,6,7,8
Pay for interesting and inspiring people to come into school to talk/demonstrate. Those children eligible for PP also have their trips paid for	Interesting and inspiring individuals/activities can motivate and bring the curriculum to life.	1,2,3

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

Budgeted cost: £6,827

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly class attendance certificate if 100%. HT monitors attendance (& punctuality), weekly. Parents/carers contacted if below 90%.	National statistics show that there is a direct correlation between attendance, academic success and salary scales	1,2,3,4,5,6,7,8
Emotional Literacy Support Assistant (ELSA) to support PP children (& non PP children) during 4 afternoons a week.	Children have mental health issues just like adults. We have found that some of our PP children struggle more with this. Specialist nurturing and counselling can have significant positive impacts.	1,2,3,8
School will provide one item of school uniform per year.	Psychological research for individuals who feel that they belong to a group/organisation are happier and work better.	1,2,3
School uses pupil premium to completely fund all day trips and guest visitors for PP children.	Evidence suggests that the parents of disadvantaged children struggle to pay for additional experiences for children. Therefore, these are paid for. In doing so, this increases the experiences for PP in school and reduces financial anxieties for both parents/children.	1,2,3,4,5,6,7,8

**Total budgeted cost: £93,253**

Total budgeted cost: £74,901+ £18,352 (LAC support from Notts Virtual School – PP+)

There is a shortfall of £14,936 (£74,901-£59,965) which will be funded from the main school budget.

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Increase of KS1 and KS2 attainment in reading, writing and maths– including catch-up provision.

	KS1	KS2
Reading	37.5% National 51.3%	75% National– 62.5%
Writing	12.5% National 41%	62.5% National – 55.8%
Maths	37.5% National 51.7%	75% National – 56.7%
Reading Writing & Maths combined	12.5% National 36.9%	62.5 % National – 43.1%

Closing gaps agenda for PP pupils.

10/21 (47.6%) Yr 3/4/5 of Pupil Premium children are at the expected standard for RWM. 66% of the non pupil premium children are attaining the expected standard in RWM. It's not possible to confirm whether the gap has narrowed or not due to the impact of Covid. This is due to parameters such as absence, reduced moderations, slight anomalies in the data.

TAs/LSAs deployed effectively to support catch-up across the school. Training in place to enable effective provision.

Martinshaw has recruited 4 LSAs (21-22). Due to Covid there has also been less CPD for TAs/LSAs. There has been less externally led CPD, but it has been a challenge delivering high quality in-house CPD due to social distancing guidance. There has been some online CPD. The majority of the CPD has been via 'on-the-job' training through direct contact with the teachers and/or SENDCo. There has been an increase in CPD from Aug 2022. This has included the Read/Write Inc Phonics CPD on one of the Aug 2022 Teacher Days.

Many of the TAs/LSAs delivered the tutoring and catch-up programmes. The majority of catch-up programmes were delivered during school time with the exception of the Yr 6 programme which was delivered after school by one of the HLTAs supported by the Yr 6 teacher. All Tutoring programmes were delivered by the TAs/LSAs after school.



Each class has its own LSA/TA. The LSA/TA will primarily support those children who are in receipt of pupil/SEND or both. This will include those pupil premium children who are more able.

New and more consistent teaching of reading across the school

Effective well-being and emotional support for all pupils, including those eligible for PP. However, delivering this has been a significant challenge due to staff absences. Staff (teachers and support staff) absences (21-22) has been above the normal absence rates, even for non Covid related conditions. This has impacted on the support children receive.

Pupils' achievement in wider curriculum subjects is in line with non PP pupils and cultural capital is developed and sustained.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

NA

**The impact of that spending on service pupil premium eligible pupils**

NA

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's family of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.