

2023-6 Pupil Premium Strategy Statement (Revised October 2024)

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Mauldeth Road Primary School
Number of pupils in school	396 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	46.3%
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	September 2023
Date on which it was reviewed	October 2024
Statement authorised by	Andy Kilcoyne, Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	S Mulliss lead for pupil premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (24/25)	£ 254, 066
Recovery premium funding allocation this academic year	£ 0
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	£ 264, 350

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, whatever their starting point.

High-quality teaching is crucial, especially in areas which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Additional teachers are deployed specifically to allow smaller group tuition for pupils in Year 6, who fell behind during lockdown. Additional staff are deployed to support children throughout school both with specific interventions and support in accessing learning in class.

Our wider school plans for education recovery, comprises targeted support through the pupil premium to target pupils whose education has been worst affected, including non-disadvantaged pupils. Although we were quickly able to identify the gaps in maths and reading, the longer legacy of lockdown has been the impact upon children's writing by the end of KS2 and the impact of lost time for younger children particularly the disadvantaged, at KS1 (across subjects). The impact upon EYFS outcomes and upon Year 1 children in the phonics test has been clear.

Good levels of attendance are crucial. However, the national trend towards extremely high persistent absence in the 2022/23 reception and Year 1 cohorts was amplified at this school during that year, although attendance was much improved for 2023-24.

Ensuring that we have a strategy to improve attendance, particularly for disadvantaged children, is a key element in education recovery. This is achieved through high expectations, close monitoring, adequate support and a robust challenge. Additional staff are employed to help provide each of the above.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils, especially those whose first language is not English. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>Our assessments and observations indicate that the legacy of COVID lockdowns impacted the educational progress and wellbeing of many of our pupils, including non-disadvantaged. These findings are supported by national studies.</p> <p>Pupils both at early stages of language acquisition and/or those who are disadvantaged have been impacted, but we feel that the current Year 3 and 4 cohorts contain a large number of children who have suffered the most severe impact.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified reduced enrichment opportunities outside of school. These challenges particularly affect disadvantaged pupils, and we feel that this impacts upon their attainment.</p> <p>Referrals for support have markedly increased during recent years.</p>
5	<p>Our attendance data for 2022/23 showed attendance among disadvantaged pupils was 3.6% lower than for non-disadvantaged pupils and 1.7% lower than the comparative national figure. This impact remains most obvious in the current Year 1, 2 and 3 cohorts</p> <p>Our assessments and observations also indicate that persistent absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Data for 2023/4 showed marked improvements in overall attendance and in persistent absenteeism. The gap in overall attendance for disadvantaged pupils was reduced to 1.4% and was 1.8% higher than the comparative national figure. However, this needs constant attention to ensure that improvement is sustained.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.
Improved reading attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%. the percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being no more than 2% higher than those who are not disadvantaged.

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 and Learning

Budgeted cost: £64, 653

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3</p> <p>£ 500</p> <p>£1, 500</p>
<p>Purchase of additional materials to support the Read Write Inc phonics scheme</p> <p>Additional staff to secure stronger phonics teaching for all pupils though smaller more targeted groups..</p>	<p>Phonics approaches have a strong evidence base that indicates a 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>	<p>2</p> <p>£750</p> <p>£53, 143</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p> <p>£2, 806</p>
<p>Online resources to support all of the above: Mathletics, Reading Eggs, Oxford Owl (including additional Read Write Ink module) + Admin costs</p>		<p>2</p> <p>£ 5, 954</p>

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

Budgeted cost: **£108,921**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with The Children's Literacy Charity	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2 £10,500
		3
Additional support in literacy and numeracy provided by additional teachers and teaching assistants to run targeted support sessions to boost attainment of disadvantaged pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3 £98, 421

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

Budgeted cost: **£90, 766**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on SEND management and approaches with the aim of developing our school ethos and improving capacity to cope with children exhibiting a high level of need across school.	Both targeted interventions and universal approaches can have positive overall effects:	3, 4 £3,000
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5 £ 51, 971
Additional staffing to provide therapeutic support for children (eg small group or 1:1 gardening, KIWI Club)	Based on our experience this has proved immensely valuable in maintaining readiness for learning for disadvantaged children in times of crisis	4, 5 £10 730 £ 2,500
Subsidies to school trips and visits, residential visit at Year 6	School trips and visits are an essential part of our enrichment programme and protecting at least one class visit per year is crucial to enhancing the life experiences of many children	4 £12, 500
Contingency fund for acute issues, eg breakfast club places, uniforms, transport etc.	Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.	All £10, 075

Total budgeted cost: £264, 350

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 2023 to 2024 academic year.

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils was higher than in previous years in key areas of the curriculum, with good outcomes against what we aimed to achieve in our previous strategy by the end of 2023/24.

Our assessment of the challenges to these outcomes pointed in part to the legacy impact of Covid-19 and also to the high numbers of children arriving at the school with low baselines. Evidenced in schools across the country, COVID was disproportionately detrimental to our disadvantaged pupils. The impact was mitigated post-lockdown, by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources.

Overall attendance in 2023/24 was improved at up at 94.7%, from 92.3% in 2023, and persistent absenteeism was reduced, from 27.2% in 2023 to 13.5% in 2024. Both measures improved significantly against national averages. At times when all pupils were expected to attend school, absence among our disadvantaged pupils was 0.9% higher than their peers (reduced from 1.4% the year before) and persistent absence was 5.1% higher (down from 10% in 2023). These gaps are smaller than in previous years, but attendance remains a focus of our current plan.

Outcomes at the end of KS2 for 2023/24 demonstrated very significant success. Disadvantaged children here exceeded national averages for **all** children in reaching, and exceeding, national expectations in maths reading and SPaG. They also exceeded national averages for **all** children in achieving, and exceeding, national expectations in writing and Reading/Writing/Maths combined.

In phonics at Year 1, our disadvantaged children's pass rate, at 79.2% was only 1% below that of **all** children nationally. At the end of the Early Years Foundation Stage, the percentage of school pupils achieving a good level of development here was 63.2% against a national figure of 67.7%. Our disadvantaged pupils percentage on this measure was 60%. Our EYFS figures for this year group include by a significant number of children with severe and complex needs.