

Pupil premium strategy statement – Mapperley CE 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	57
Proportion (%) of pupil premium eligible pupils	22% (13 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 – 2026
Date this statement was published	October 2024
Date on which it will be reviewed	October 2026
Statement authorised by	Governing Board
Pupil premium lead	Richard Cripps
Governor lead	Joanne Watts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 21060
Recovery premium funding allocation this academic year	£1645
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5843
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	£28548




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 have high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to make good progress and achieve well including pupils who are already high attainers. This statement also supports the needs of all pupils, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. High-quality teaching 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

-  ensure disadvantaged pupils are challenged in the work that they're set
-  act early to intervene at the point need is identified
-  adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate <i>Reading skills are less developed for PP pupils. ELS scheme has been in place for 3 years and is becoming embedded and is improving closing the gaps for disadvantaged.</i>
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, underdeveloped oral language is more prevalent among our disadvantaged pupils than their peers.
3	Assessments indicate that attainment in maths among disadvantage pupils is lower than that of non-disadvantaged pupils in 3 out of the 7-year groups.
4	Handwriting is not at the required level for some PP pupils across school. Physical control is also not as good as it could be for some pupils.
5	Our observations, assessments (PP calculator) and discussions with pupils and staff show social and emotional issues for many of our disadvantaged children. Disadvantaged children are less likely to partake in enrichment experiences that will positively impact academic achievement and well-being and build cultural capital.
6	Our attendance data over the last 2 years indicates that the attendance for all pupils needs to improve, including for some disadvantaged pupils.

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
Staff are trained in the teaching of phonics and reading skills across school and have resources to support this. Pupils have good phonic knowledge & reading comprehension skills which are applied across the curriculum	All pupils meet the required standard in the phonics screening All pupils working at age-related expectations or above for reading if not they have a programme of continued support in place. PP pupils to receive book in a box every month to read at home.
Pupils have a wide & varied vocabulary	PP pupils' speech & writing reflects good use of vocabulary
Pupils are able to use & apply maths skills across the curriculum & recall facts quickly including multiplication tables. Mastery learning takes place in maths	The majority of pupils are working at age-related expectations or above in maths and have made at least expected progress in maths Pupils pass Multiplication screening check in Year 4. Teachers are to encourage the use of TT Rockstars and Mathletics throughout the school where children achieve Rock hero status.
Staff use the handwriting scheme effectively in school and provide extra support for pupils who find handwriting difficult. Physical Literacy skills are taught where needed particularly in KS1 & resources are available to support this.	All pupils, including PP pupils, reach the expected level of handwriting at KS1 and KS2 or if this is proving challenging there is a programme of continued support in place which is having an impact.
PP pupils are engaged in a wide range of experiences and activities beyond the classroom.	<ul style="list-style-type: none"> • Improved engagement in a range of extracurricular activities and experiences. • PP children positively engage with enrichment activities (offer of music lessons) • A percentage of PP children participate in AVSSP sports events. • PP children participate in residential visits and other educational visits to support their learning. • PP children have access to a variety of social and emotional interventions throughout school. • Pupil wellbeing is a priority for school. Pupil wellbeing is reflected in practice.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to within 2%.

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: £6854.35

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>	1,2,3,4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2
<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>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</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>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL (3DPHSE, SMILERS & Stormbreak) approaches will be embedded into routine educational practices and supported by professional development and staff training.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g, improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	5

Enhancement of SEMH provision using training to further develop the pastoral team to support both SEND and disadvantaged children with their SEL needs.	There is evidence to show that where staff are appropriately trained and prepared for their roles they can have a big impact on supporting children with their SEL needs.	1,2,3,4,5
Quality first teaching is always at the forefront of our approach to supporting all our children and particularly those who are disadvantaged.	Recruitment of high-quality teaching staff enables us to develop the highest quality of teaching. By using the technique of coaching in a targeted and collaborative way will build sustainability	1,2,3,4,5

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

Budgeted cost: £10604

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with Direct Instruction programme for to improve listening, narrative and vocabulary skills for disadvantaged pupils who have a lower reading ability.	Literacy and oral interventions can have a positive impact on pupil's language skills and their reading. Approaches that focus on speaking, listening and combination of the two show positive impacts on attainment : Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2
Additional phonic teaching 1 to 1 targeted support for those disadvantaged children in Rec, Year 1 and Year 2. This will be delivered by school led tutoring	Tuition targeted at specific needs and knowledge gaps in phonics can be an effective method to support low attaining pupils or those falling behind either one to one; One to one tuition EEF (educationendowmentfoundation.org.uk)	1
Additional literacy teaching for Key Stage 2, in small groups to provide a blend of tuition and mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who received tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps in literacy can be an effective method to support low attaining pupils or those falling behind, in small groups Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2 & 4
Additional phonic teaching 1 to 1 targeted support for those disadvantaged children in Rec, Year 1 and Year 2. This will be delivered by school led tutoring	Tuition targeted at specific needs and knowledge gaps in phonics can be an effective method to support low attaining pupils or those falling behind either one to one; One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2, 3 and 4
Additional staffing to ensure high levels of targeted support and high quality interventions from teaching assistants	Additional staffing enables us to develop the highest quality of interventions and support in a targeted way.	1, 2, 3, 4, 5

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

Budgeted cost: £14737.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on trauma informed practice, behaviour management and restorative practice approaches with the aim of developing our school ethos and improving support for behavioural needs across the school. Attending the UL Conscious Discipline training and informing staff through CPD.</p>	<p>Both targeted interventions and universal approaches can have a positive overall effect: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Embedding principles of good practice as set out in the Dfe's improving school attendance advice. This will involve designating an attendance officer and a pastoral lead to support the improvement of attendance.</p>	<p>The Dfe guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) Providing a breakfast club to disadvantaged children to improve attendance, wellbeing and readiness to learn.</p>	1,2,3,4,5,6
<p>Additional staffing and training within the pastoral team – to support with developing behaviour practices, notably in Conscious Discipline.</p>	<p>Specific and targeted training for staff and trauma informed schools to build sustainability into our approaches and practices.</p>	5
<p>Engagement with local behaviour team at a higher level service to support work with parents and their children, a significant number of whom are disadvantaged.</p>	<p>Targeted intervention and engagement from parents/carers in a non-threatening and supportive way can have a positive impact on behaviour. Specific behavioural plans in place will support disadvantaged children within the classroom to achieve.</p>	5
<p>Providing a service of in-house counselling to support disadvantaged children with specific emotional needs.</p>	<p>A number of Pupil Premium children suffer with complex SEMH needs that require specific intervention support.</p>	5

Total budgeted cost: £32196.15 (Budget £28548 – school additional allocation £3648.15)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance Data 23-24

PP – 93.91%

Non PP – 93.93%

-0.02% difference

EYFS

	Achieving GLD
Total %	78%
PP %	0%
Non PP %	87.5%

Phonics Screening

	Achieving Phonics Screening Check
Total %	89%
PP %	100%
Non PP %	83%

End of KS2

	Reading	Writing	Maths
Total %	71%	71%	57%
PP %	100%	100%	50%
Non PP %	60%	80%	60%

