# Pupil premium strategy statement 2022-23

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](https://www.gov.uk/government/publications/pupil-premium).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

## This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Mylor Bridge Community Primary School  |
| Number of pupils in school  | 141 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | 1.9.22 |
| Date on which it will be reviewed | 7.9.23 |
| Statement authorised by | V Sanderson - HT |
| Pupil premium lead | V Sanderson - HT |
| Governor / Trustee lead | R Green  |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £24030 |
| Recovery premium funding allocation this academic year | £1000 |
| 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 | £25030 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Mylor Bridge Community Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education in terms of academic, social and cultural learning, in order to acheive:* **Confidence and success in their learning**
* **Strong self-esteem and high personal expectations.**
* **Enquiring minds that want to know more.**
* **Independence, imagination and creativity.**
* **Strong moral values of honesty, integrity and good judgement.**
* **A clear understanding of core British and School Values**
* **A sense of justice, self-discipline and personal responsibility.**
* **Empathy, team-work and self-regulation**

 We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to: * Remove barriers to learning created by poverty, family circumstance and background
* Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts
* Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
* Develop confidence in their ability to communicate effectively in a wide range of contexts
* Enable pupils to look after their social and emotional wellbeing and to develop resilience.
* Access a wide range of opportunities to develop their knowledge and understanding of the world

**Achieving our objectives:** In order to achieve our objectives and overcome identified barriers to learning we will: * Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
* Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
* Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences
* Provide opportunities for all pupils to participate in enrichment activities including sport and music
* Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Key Principals: We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous formative and summative assessment. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least half termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. |

## Challenges

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

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| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | Social, emotional and mental health |
| 2 | Gaps in reading, writing, maths and phonics |
| 3 |  Speech, language and communication |
| 4 | Attendance and punctuality |
| 5 | Access to wider opportunities |
| 6 | Parental engagement |
| 7 | Pupils Arrive at school unprepared for learning |

## 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.

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| --- | --- |
| Intended outcome | Success criteria |
| Reading, writing, maths  | Reading, Writing and Maths Achieve outcomes in-line with, or above, national average by the end of KS2. |
| Phonics | Phonics Achieve at least 90% of pupils in Y1 |
| Attendance | Ensure attendance of disadvantaged in line with non disadvantaged >95%  |

## 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: £ *[19000]*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Phonics training for all KS1 and intervention staff  | Pupils achieve 90% at PSC  | 2, 3, 1 |
| Maths Hub training for key teachers and TAs  | Pupils at KS 1 achieve at least in line with national averages Pupils in KS 2 achieve in at least in line with national averages | 2, 1 |
| Reading for pleasure training  | Pupil conferencing evidences pupils reading for pleasure  | 2, 1, 3 |
| VIPERS training  | Pupils achieve in line with peers in in-school and national assessments  | 2, 1, 3 |
| Support staff in classes every morning  | Pupils receive targeted and zoned support throughout all morning lessons  | 2,1,3  |

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

Budgeted cost: £ *[4,000]*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Supervision for TIS practioner | Pupils are supported to promote positive mental; health  | 1 |
| Maths hub training for Maths Matters  | Pupils achieve in line with peers in in-school assessments (Ks1)  | 2 |
| Whole school training in Effective use of TAs  | Pupils access learning with zoned support. Pupils are able to work independently and with peers to develop independent skills  | 1,2,3 |
| Whole school precision teaching training  | Pupils achieve personal intervention  | 1,2,3,5 |
| 1:1 precision teaching in place  | Targeted pupils receive 1:1 intervention SMART targets  | 1,2,3,5  |

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

Budgeted cost: £ *[2030]*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *EWO*  | EWO supports attendance for targeted pupils  | 1,2,3,4,5,6,7 |
| *Parental information evenings*  | Parents are part of their child’s learning and have strategies to support children at home  | 1,2,3,4,5,6,7 |
| *Pupils attend residential in Y5/6*  | Pupils have the same opportunities as non-disadvantaged pupils | 5,6,7 |
| *Breakfast and after school wrap around*  | Pupils are school ready – and have time after school to experience a variety of extended activities  | 5,6,7 |
| Pupils attend all cultural and extra-curricular visits  | Pupils have the same opportunities as non-disadvantaged pupils | 5,6,7 |
| Extended P{E opportunities  | Pupils have the same opportunities as non-disadvantaged pupils | 5,6,7 |

**Total budgeted cost: £** *25030*

# 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 2020 to 2021 academic year.

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| --- | --- |
| **Aim** | **Outcome** |
| To ensure the high quality teaching of mastery maths across the school using high quality resources  | Mastery approaches in place throughout school - 53% of disadvantaged pupils @ ARE or above in maths end of yr4/7 not achieving have sig SEND  |
| To ensure that phonics skills lead into fluent reading | 100% of pupil premium achieved phonics check  |
| To ensure that Talk for Writing supports writing development  | 40% of disadvantaged pupils achieved AGE of the 9 who did not achieve ARE 4 have significant SEND and are making progress against individual targets.  |
| Continuation of high quality, time bound, personalised interventions  | All children made progress within the interventions delivered from their baseline assessments.  |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| --- | --- |
| Programme | Provider |
| Accelerated reader  | Ren Learn  |
| Spell Shed / Maths Shed  | Ed Shed |
| White Rose Maths  | White Rose Maths  |
| Kapow | Kapow |
| Key Stage History | Key Stage History |
| 2Eskimo | 2Eskimo |
| Purple mash  | Purple mash |
| Jigsaw | Jigsaw |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

|  |  |
| --- | --- |
| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? | We have 9 service children @ MBS . Funding = £3150 last year. The funding was predominantly spent on support staff in classrooms in the morning – providing targeted and zoned support in class. TIS practioner time was also used to support pupils where needed  |
| What was the impact of that spending on service pupil premium eligible pupils? | Service pupils make good progress – in line with peers. Where less than good progress in being made, pupils are making progress against ADPR targets.  |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |