

Pupil premium strategy statement – Much Marcle C of E Primary

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	82
Proportion (%) of pupil premium eligible pupils	19.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Mrs Davies
Pupil premium lead	Miss Sullivan
Governor / Trustee lead	Mr Robbins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 21760
Recovery premium funding allocation this academic year	£ 2030
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>	£ 0
Total budget for this academic year	£23790

Part A: Pupil premium strategy plan

Statement of intent

Much Marice C of E Primary School's 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. In order to remove barriers and to enable all children to reach their full potential, the school has considered the challenges faced by vulnerable pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in 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.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We aim to:

- adopt a whole school approach in which all staff understand how best to support those disadvantaged children in their classes.
- identify needs quickly and implement interventions
- support pupils' health and wellbeing to ensure every pupil can access learning
- narrow the attainment gap between disadvantaged pupils and their peers;
- ensure that all disadvantaged pupils participate in the academic and wider curriculum

Challenges

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

Challenge number	Detail of challenge
1	Low attendance
2	Increased social and emotional needs
3	Increased SEND needs

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
<ul style="list-style-type: none"> Disadvantaged pupils attendance is in line with national average or above 	<ul style="list-style-type: none"> Attendance of disadvantaged pupils is reported to parents promptly and support is put in place. Early Birds sessions offered to support a positive start to the day.
<ul style="list-style-type: none"> Children with SEND to receive specialist support/assessments from outside agencies to ensure support given is well matched and targeted. Children with SEND to receive timely interventions and catch –up sessions. 	<ul style="list-style-type: none"> All pupils with SEND to be assessed promptly. Proven interventions to be in place to help close the gap. SEND children to make good, measurable, progress. SEND to be prepared for the move to Secondary school at the end of year 6.
<ul style="list-style-type: none"> To achieve and sustain improved wellbeing for all pupils and families in our school, particularly our disadvantaged pupils. 	<ul style="list-style-type: none"> All disadvantaged children have access to specialist Play Therapy sessions with licensed trainer when necessary High levels of support for parents from school staff

	<ul style="list-style-type: none"> • Early Help referrals made when necessary
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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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 SEN TA support	Targeted 1-1 interventions for specific needs and knowledge gaps can be an effective method to support low attaining pupils	2

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

Budgeted cost: £2565

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engaging with the National Tutoring Programme to provide targeted Maths intervention. A significant proportion of the pupils who receive tutoring will be disadvantaged.</i>	EEF small group tuition toolkit identifies that small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils. Small group tuition Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £18195

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Licensed Play Therapist employed 1 day a week.</i>	Targeted interventions have a greater impact than universal approaches. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3
<i>Enrichment opportunities /Trips and swimming</i>	Pupils fully participating in trips contributes towards development of social skills, independence and culture capital. All children to be included to ensure equal opportunities for all.	3
<i>Attendance Course and implementation of attendance framework The Five Foundations of Effective Attendance</i>	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. DFE working together to improve attendance.	3
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	all

Total budgeted cost: £ 23790