

# Pupil premium strategy statement - Marston Montgomery 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	31
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 to 2024
Date this statement was published	January 2023
Date this statement was updated	22/02/2023
Date on which it will be reviewed	July 2023
Statement authorised by	Teresa Bosley
Pupil premium lead	Teresa Bosley
Governor / Trustee lead	Simon Dowdy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9240
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<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>	£

## Part A: Pupil premium strategy plan

### Statement of intent

At Marston Montgomery Primary School our intent for pupil premium funding is to support all pupils, including disadvantaged pupils, to make good progress in their learning. We use the funding to close the gaps in learning through carefully planned interventions. Support is focussed on reducing gaps in reading, writing and maths.

### Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment and gaps in learning need to be addressed.
2	Gaps in learning affect SEMH.
3	Limited opportunities for participation in / experiencing enrichment activities.

### 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
Progress in Reading, Writing and Maths.	An increased % of disadvantaged children achieving the expected standard in Reading, Writing and Maths at the end of EYFS, Year 2 & 6 in July 2023 and subsequently in 2024 & 2025.
Improved self-esteem leads to improved resilience in lessons.	Pupils are more prepared to 'have a go' in lessons.

## 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: £839.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training in Phonics ensures staff deliver the scheme consistently.	EEF Research	1 (£250)
Training for Accelerated Reader	Accelerated Reader provides assessments for pupils linked to texts read and ensures books are of an appropriate challenge.	1 (£589)

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

Budgeted cost: £4863

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader	Accelerated Reader provides assessments for pupils linked to texts read and ensures books are of an appropriate challenge.	1 (£600)
Small group and individual interventions targeting disadvantaged and working towards children, focussing on gaps identified in English and Maths	EEF Toolkit – ‘Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress.	1 (£4263)

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

Budgeted cost: £3657

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive Play support to develop resilience of pupils.	Positive Play - Support aims and objectives: to allow young people a space to express and communicate feelings and difficulties in their lives, through a variety of media in constructive rather than aggressive ways and in a safe non-threatening environment.	2 (£1170)
Pupils receive one weekly session of after school club for free	Increased availability of social activities increases well-being.	3 (£1287)
Offer subsidised rates for trips to pupils entitled to PP funding	Increased opportunities to participate in a variety of experiences.	3 (£1200)

**Total budgeted cost: £9359.50**

## Part B: Review of the previous academic year – 2021 to 2022

### Outcomes for disadvantaged pupils

At the end of the academic year, both formal assessments and statutory assessments indicated that pupils made expected progress.

### 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

## Part C: Review of the current academic year – 2022 to 2023

### Outcomes for disadvantaged pupils

Autumn Term 2022				
Figures are for 6 pupils across the school				
	Reading	Writing	Maths	Phonics (3 pupils)
Attainment Accelerated	33%	16%	33%	100%
Attainment Maintained	33%	84%	33%	--

### 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
Accelerated Reader	Renaissance