

Pupil premium strategy statement – Malmesbury CE Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 (2022-2025)
Date this statement was published	30.12.23
Date on which it will be reviewed	16.12.24
Statement authorised by	S. Heal
Pupil premium lead	S. Heal
Governor / Trustee lead	L. Mussett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,385
Recovery premium funding allocation this academic year	£6,815 (will not be accessed due to restrictions on use).
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£70,200 (£63,385)

Part A: Pupil premium strategy plan

Statement of intent

At Malmesbury Primary School our aim is to overcome the barriers faced by disadvantaged pupils so that they achieve the very best outcomes possible.

Our strategy aims to reflect our in-depth knowledge of our locality to identify all the key barriers which affect our pupils and devise actions to overcome them.

The key principles of this plan are:

- Knowing our pupils and our setting
- Devising focused strategies
- Implementing those strategies with energy and determination

Challenges

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

Challenge number	Detail of challenge
1	Special Educational Needs (EHCP plan or SEN Support) – 58% of PP children.
2	Poor phonic skills resulting from limited exposure to language models before and outside school and a lack of pre-school provision in the locality.
3	Social, emotional, behavioural and mental health difficulties having a direct impact on children's ability to learn.
4	Home / family factors: unsettled relationships, low aspiration, child protection concerns, parenting skills, mental health, poverty.

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
Outstanding SEND provision meets the needs of all learners.	Continued development of SEND provision to: Secure and embed Dyslexia Friendly Schools status Deliver scaffolding training for all TAs.

	Training all teachers and TAs in Retrieval Practice, focusing on key learning for the bottom 20%.
Outstanding synthetic phonics provision for all learners. Additional support staff employed to deliver group reading sessions and catch up programmes. Provision of speech therapy (specialist HLTA) 0.8 full time equivalent.	The Little Wandle synthetic phonics scheme will be embedded from EYFS to Y2, with catch up programmes into KS2. 90%+ pass rate in Y1 phonics check each year and 95%+ by 2024.
The mental health and emotional wellbeing of pupils is well supported by the school's provision.	New PSHRE scheme of work established. New school counsellor working regularly with pupils 1 day a week. School Mental Health lead – second round of training completed. Specialised recording system for mental health concerns embedded. Emotional Literacy Support Assistants programme maintained and expanded - an additional 2 staff trained by 2025.
Parents / Guardians are supported and challenged to improve their support for their children.	Parent Support Advisor provided for a minimum 16 hours per week. – additional hours for specific purposes & families. Training courses build new areas of expertise (e.g. sleep training). Increase in levels of online work for PSA, including outreach sessions.

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: £1500. Training and literature for all teaching / TA staff on recall practice. Staff training days also directed to this area.

CPD – train a new mental health lead following retirement of previous lead and purchase a specialised system for recording mental health concerns. £1600.

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

Note that these strategies also have an impact on non-pupil premium children. Funding allocations are given for overall cost and (PP only children). Numbers are estimates based on planned interventions and historical data. Budgeted cost: £72,046 (£45,704).

Activity	Evidence that supports this approach	Challenge number(s) addressed (PP children)
Training and employment of 2 x emotional Literacy Support Assistants part-time £12,000 (£7,200)	ELSA is a well-established programme which supports pupils' readiness to learn by addressing emotional barriers.	50 (30)
School Counsellor employed 1 day a week (5 clients at a time). £9,750 (£6500)	Under-provision of counselling by local mental health services places high demand on these resources and they are frequently requested by social services and GPs.	12 (8)
Parent Support Advisor £19,000 (£10,857)	Lengthy case history of effective interventions and support.	70 (40)
Speech and Language specialist HLTA 4 days a week £23,688 (£13,536)	In-school follow up support to deliver targets recommended by health authority Speech and Language service.	35 (20)
Inclusion and pastoral support manager employed 5 days a week. £17,760 (£7,611)	Takes an overview of pupils' emotional and social wellbeing, available to offer support to vulnerable children when arriving at school, through playtimes and afterwards, and liaise with teachers. Also delivers inclusion support interventions during the school day and is trained in bereavement support.	70 (30)

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

Budgeted cost: £11,400

Note benefits accrue to all children but particularly to the PP group.

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Whole school synthetic phonics programme introduced. Management and staff training time to implement. £2000	Government research into the impact of phonics on all children but especially the lowest attaining 20%. See notes above about PP group's lack of exposure to early language models.	180 EYFS & KS1. Approx 20 catch up in Y3 &4.
Whole school PSHRE scheme with increased emphasis on emotional wellbeing. Training of school Mental Health Lead. Costed elsewhere.	See notes above about mental health and emotional wellbeing needs in our PP group.	420
Dyslexia Friendly Schools Award initiative. SENDCo and whole staff time & further training. £2000.	Large proportion of children in the school have dyslexic type difficulties, including a significant proportion of the PP group, over 60% of whom are on the SEN register.	420
Extra-curricular clubs: Provision of 1 x free club or music lesson per pupil premium child. Approx £7,200.	Uplift in pupil self-esteem, aspiration and wellbeing evident from participation in these lessons. Access to cultural capital for PP children.	48 (all PP)

Total budgeted cost of provisions: £86,546

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the Early Years Foundation Stage there were 6 children eligible for the Pupil Premium. 3 of these are receiving SEN support or have an Education Health Care Plan. These children did not reach the overall Good Level of Development measure, but the remaining 3 did.

In Year 1, 3 out of 6 Pupil Premium children who were with us throughout the year reached the pass mark in the phonics check. A further two missed by a single mark. One child who joined us mid-year did not reach the pass mark. 4 of the 7 children are receiving SEN support or have an Education Health Care Plan.

In Year 6 there were 13 Pupil Premium children. Their results in the KS2 SATs were:

Expected standard plus	MPS 2023 %	National 2023 %	Wilts 2022 %
Writing	62	58	50
Reading	77	60	59
Maths	69	59	49
R, W, M Combined	54	44	34

Pupil Premium children at Malmesbury Primary School continue to achieve higher than national and local averages in statutory tests. However, the in-school gap for these children remains. Closing this gap continues to be a key focus of our school improvement planning.

Externally provided programmes

The school did not use any externally provided programmes.