

Pupil premium strategy statement – Mallard 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	347
Proportion (%) of pupil premium eligible pupils	44.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026
Date this statement was published	December 2023
Date on which it will be reviewed	Next review – September 2024
Statement authorised by	Kate Atkin
Pupil premium lead	Victoria Symonds
Governor / Trustee lead	John Dougherty Ian Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,070
Recovery premium funding allocation this academic year	£0
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>	£224,070
Total budget for this academic year <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>	£224,070

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Strategy for Mallard Primary School sets out to achieve equity for all pupils across school, meaning that those with the barriers of being disadvantaged in anyway are supported to meet their full potential. It intends to ensure that disadvantaged pupils can access high quality teaching, targeted support and wider opportunities so that their attainment is as close to age related expectations as possible, if not beyond this.

Quality first teaching is central to our plan and provision: we know from research that a lack of quality first teaching has the biggest impact on our most vulnerable learners and so our commitment to ensuring all teachers are teaching at least good lessons every day is crucial. We believe that it is vital that our disadvantaged children receive a high proportion of their teaching from the most qualified and effective teachers and are not routinely taught by teaching assistants.

In order to ensure that the needs of our disadvantaged children are met, we identify the needs of our learners through a range of mechanisms, including written assessment, observations of behaviour, analysing a wide range of data sets available to us, observations and assessments from external professionals and speaking to the pupils and those that care for them.

We recognise that early intervention is vital at Mallard Primary School so we focus on ensuring that all children leave Key Stage 1 with a secure phonics understanding. We aim for all our children to leave us as fluent readers and confident writers with the language and vocabulary skills needed to engage and participate fully within their learning and with opportunities outside of school.

We have high aspirations and ambitions for all our learners at Mallard Primary School and aim for our disadvantaged pupils to make accelerated progress and achieve high attainment, which is at least in line with national average and their non-disadvantaged peers. Our approach is rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Through these assessments, we identify specific needs and also embed a robust and comprehensive pastoral support offer for pupils, with the aim to improve wellbeing, behaviour and attendance.

To ensure the success of our strategy, we 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	<p>Outcomes in the core subjects</p> <p>Assessment data indicates that disadvantaged pupils, particularly in KS1, attain below their non-disadvantaged peers or national attainment for Reading, Writing or Maths. Internal assessments, in school monitoring and discussions with pupils particularly indicate that the attainment of disadvantaged pupils for Maths is below that of non-disadvantaged pupils.</p> <p>Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Data from the Phonics check shows that attainment for disadvantaged pupils is below that of non-disadvantaged pupils.</p>
2	<p>Vocabulary</p> <p>Vocabulary has been identified through assessments and observations as a challenge for many of our disadvantaged pupils. Generally, they can show difficulties with language acquisition, phonics, reading and the transference into writing.</p> <p>Internal assessments (Nursery) and The Reception Baseline information indicate that pupils starting at Mallard Primary School start Nursery and Reception with a broad range of challenges, including Communication.</p>
3	<p>Attendance</p> <p>Our attendance data indicates that attendance and punctuality among disadvantaged pupils is below the school and national target. This is caused by a range of factors, but negatively impacts attainment and progress.</p>
4	<p>Pastoral Support (Mental Health, Wellbeing and Behaviour)</p> <p>Our assessments, observations and discussions with pupils and families have identified social, emotional and behavioural issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2023 - 2026)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading attainment among disadvantaged pupils	<p>Diagnostic tools used to effectively diagnose gaps in learning for individual children informing effective targeted teaching and individualised intervention (e.g. Fluency Rubric).</p> <p>Improved outcomes in Y1 phonics screening check and retakes in Y2. Target of 75% of children meeting the expected standard.</p> <p>Number of children requiring additional intervention and support for reading/phonics decreases over time.</p> <p>Phonics check outcomes in Years 1 and 2 show a sustained improvement year-on-year (2023-2026).</p> <p>KS1 and KS2 reading outcomes in 2023/2024 show that disadvantaged pupils met the expected standard in line with national average and in line with their non-disadvantaged peers (except where significant SEN is present).</p>
Improved writing attainment among disadvantaged pupils	<p>KS1 and KS2 writing outcomes in 2023/2024 show that disadvantaged pupils met the expected standard in line with national average and in line with their non-disadvantaged peers (except where significant SEN is present).</p>
Improved maths attainment among disadvantaged pupils	<p>KS1 and KS2 Maths outcomes in 2023/2024 show that disadvantaged pupils met the expected standard in line with national average and in line with their non-disadvantaged peers (except where significant SEN is present).</p> <p>Diagnostic tools used to effectively diagnose gaps in learning for individual children informing effective targeted teaching and individualised intervention (e.g. White Rose unit assessments).</p>
Children entering Key Stage 1 are ready to access the National Curriculum	<p>GLD outcomes in 2023/2024 show that disadvantaged pupils met the expected standard in line with national average and in line with their non-disadvantaged peers (except where significant SEN is present).</p>
To achieve and sustain improved wellbeing and behaviour for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing from 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> • an increase in participation in enrichment activities, particularly among disadvantaged pupils • referrals for support for identified children lead to improved wellbeing and behaviour • qualitative data and parents voice shows increased empowerment and ability to support their children
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils, including disadvantaged pupils, being no more than 3%

	<ul style="list-style-type: none"> the percentage of all pupils who are persistently absent, including disadvantaged pupils, being below 10%
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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: £87,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leaders monitoring learning and teaching across the school and using outcomes to inform bespoke CPD to further develop Quality First Teaching and Learning	EEF Pupil Premium Guide – <ul style="list-style-type: none"> Quality teaching helps every child High quality curriculums inspire learners Development and retention of staff is key Ensuring every teacher is supported and developed is essential to achieving the best outcomes for pupils Providing high quality, bespoke opportunities for professional development support this 	1 2
Ensure the continued effectiveness of our Phonics programme through training and the use high quality resources (including books) to secure stronger phonics teaching for all pupils but especially those who are disadvantaged.	Phonics – EEF Impact = + 5 months Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	1 2
Embedding and purchasing assessments and diagnostic tools to identify gaps in knowledge so that teaching and learning meets the needs of pupils.	The EEF 'Improving Literacy in Key Stage 2' guidance report recommends the use of effective formative and diagnostic assessments in being able to accurately assess and respond to pupils' needs.	1 2
CPD for staff relating to attendance and whole school approach	Embedding principles of good practice set out with in the DfE's Improving School Attendance advice. Inclusive-attendance.co.uk	3

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

Budgeted cost: £67,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional RWI phonics interventions targeted at pupils who require further phonics support (1:1 or group sessions)	<p>EEF – Phonics Impact = + 5 months</p> <p>The EEF 'Improving Literacy in Key Stage 1' guidance report states that effectively implementing a systematic phonic programme has 'very extensive' evidence to suggest it will be effective.</p>	1 2
Purchasing IT learning resources to support and accelerate progress in order to ensure pupils are making the required progress and attainment (in line with national expectations).	<p>EEF – Mastery learning Impact = +5 months</p> <p>Research indicates that technology in the classroom is highly beneficial: enabling personalised, mastery-based learning; saving teacher time; and equipping students with the digital skills they will need for 21st century careers.</p>	1

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued focus on improving attendance across the school with a particular focus on persistent absentees.	Embedding principles of good practice set out with in the DfE's Improving School Attendance advice.	3
<p>Pastoral offer, including:</p> <p>A Thrive Practitioner to develop and embed pastoral support for pupils.</p> <p>A member of the pastoral team to focus on attendance, safeguarding and supporting families and pupils.</p>	<p>EEF – Behavioural Interventions Impact = + 4 months</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>EEF - Parental Engagement Impact = + 4 months</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>3</p> <p>4</p>

Total budgeted cost: £225,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Achievement of national attainment and average progress scores in reading, writing and maths for all pupils in Year 6 (2023)

Key stage 2	EXS+	High	Progress
Reading	69%	20%	-1.3
Writing	85%	2%	-0.5
Maths	78%	27%	+0.6
RWM	61%	2%	-

	Reading EXS+			Writing EXS+		
	Mallard	LA	England	Mallard	LA	England
PP	50%	56%	60%	72%	53%	58%
Not PP	78%	75%	78%	90%	75%	77%

	Maths EXS+			Combined EXS+		
	Mallard	LA	England	Mallard	LA	England
PP	61%	58%	59%	50%	40%	44%
Not PP	85%	78%	79%	66%	61%	66%

Achievement of national attainment in reading, writing and maths for all pupils at end of KS1 (2023)

	Reading EXS+			Writing EXS+			Maths EXS+		
	Mallard	LA	England	Mallard	LA	England	Mallard	LA	England
PP	43%	52%	54%	43%	42%	45%	48%	56%	56%
Not PP	36%	72%	73%	41%	66%	65%	77%	77%	75%

Achievement of national attainment for GLD in EYFS (2023)

	Mallard GLD 2023	LA	England
PP	56%	54%	52%
Not PP	59%	70%	70%

Achievement of national average for the expected standard in the Year 1 Phonics screening check (2023)

	Mallard (Wa)	LA	England
PP	38%	69%	67%
Not PP	59%	84%	82%

Achievement of national average for the expected standard in the Year 1 Phonics screening check (Year 2 resits only – 2023)

	Mallard (Wa)	LA	England
PP	58%	58%	53%
Not PP	69%	62%	63%

Average scores achieved in the national Multiplication check assessment (2023)

	Mallard	LA	England
PP	21.2	19.0	18.4
Not PP	20.3	21.3	21.0