



# Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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

Detail	Data
School name	<b>Mattishall Primary School</b>
Number of pupils in school	<b>178 (35 children = 19.7% PPG)</b>
Proportion (%) of pupil premium eligible pupils	<b>17</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2022-23, 2023-24, 2024-25</b>
Date this statement was published	<b>Revised November 2022, Reviewed September 2023</b>
Date on which it will be reviewed	<b>October 2024</b>
Statement authorised by	<b>Richard Lord – Synergy MAT Primary Exec. Lead</b>
Pupil premium lead	<b>Tony Chapman - HT</b>
Governor / Trustee lead	<b>Jill Wilson – LGB PPG Link Governor</b>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£ 46,559.98</b>
Recovery premium funding allocation this academic year	<b>£ 2,227.00</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<b>Total budget for this academic year</b>	<b>£ 48,786.98</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

- Our ultimate aim is that all pupils make good progress across all curriculum subject areas and achieve to the best of their ability. We are aware that some pupils have 'extra' contributing factors that put them at a disadvantage, therefore our Pupil Premium Strategy is aimed at supporting those pupils make good progress and achieve in line with their peers.
- Through Quality First Teaching (QFT) and adaption, we aim to support all pupils in their learning, identifying children that have barriers to learning and ensuring that vulnerable children and groups are targeted and supported with their needs.
- We will ensure that ALL of our pupils are challenged through their learning, across the curriculum, whilst being supported in the work that they are set by adults in school.
- We intend to initiate support when the need is identified as to maximise impact.
- ALL staff are aware of the disadvantaged pupils that they work with and take responsibility for raising expectations and pupil outcomes.
- With the disruption of the last two academic years due to the pandemic, our strategy also involves education recovery via the National Tutoring Programme for pupils whose education has been worst affected. This may also include some non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Speaking &amp; Listening</b> – Upon entry to school we have recognised that oral language skills are generally low for many of our pupils, but more so for those eligible for PP. This not only slows down their phonic acquisition but also their reading and writing progress and becomes a barrier throughout the school across the curriculum due to the understanding of the language and technical vocabulary required.
2	<b>Spelling</b> - Assessments, observations and discussions with pupils suggests that our disadvantaged pupils generally have more difficulties than other children with spelling and technical accuracy (SPAG)
3	<b>Reading</b> – Assessments, observations and discussions with pupils suggests that our disadvantaged pupils generally have more difficulties than other children with phonics and understanding. This negatively impacts their engagement with reading for pleasure.
4	<b>Maths</b> – Although for most children in our school, Mathematics is viewed positively and was recognised as a strength in our Ofsted report, we still need to ensure that our more able children are stretched and challenged, using the mastery approach. Coupled with this we also need to ensure that our less able

	children are supported in acquiring the basic foundations of number bounding and using the number system to build firm foundations for future learning.
5	<b>Intervention</b> – In addition to quality first teaching we need to ensure that some children have access to rigorous and regular intervention, ensuring that they given ‘extra’ support in whatever area of need to achieve good progress and successful learning with confidence.
6	<b>Mental Health &amp; Well-Being (Social &amp; Emotional)</b> – Our observations and discussions with families have identified many issues, external to school, that make them vulnerable. Most of these involve PP children, who are impacted by Covid, Family break-up, bereavement, Domestic Violence, Mental Health. This effects their own mental health and self-esteem.
7	<b>Attendance</b> – Data analysis shows historically that children with PP in our school have lower and more inconsistent attendance than that of their peers.
8	<b>Enrichment Opportunities</b> – A high proportion of our children attend ‘extra provision’ and have enrichment opportunities to extend their learning and love in other areas (sports, dance, drama, music, various clubs etc.). This is not usually the case for most PP which puts them at a disadvantage against their peers.
9	<b>The Wider Picture (Location)</b> - Living in Norfolk, especially in a rural village many of our children, and not just PP children, lack the experiences to build their knowledge and understanding of the wider country and world. They are almost left ‘vulnerable’ as they are not always aware of life beyond their safe and small community.

## 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
Positive support for ALL pupils in terms of mental health and well-being, but particularly with a focus on our disadvantaged pupils.	<ul style="list-style-type: none"> <li>Soft data via pupil voice, parents and teacher feedback</li> <li>Increased participation in lessons</li> <li>Improved attendance for specific pupils</li> </ul>
Improved speaking and listening skills and vocabulary for disadvantaged pupils by the end of KS1.	<ul style="list-style-type: none"> <li>Assessments and observations indicate improved oral language among disadvantaged pupils, which is supported by the triangulation of evidence from work in books, engagement in lessons and formative assessment.</li> <li>There is at least good progress for the disadvantaged group.</li> <li>The ‘Gap’ between the disadvantaged group and non-disadvantaged is at a minimum and less than the national average.</li> </ul>
Improved Reading and Writing attainment for disadvantaged pupils by the end of KS2.	<ul style="list-style-type: none"> <li>There is at least good progress for the disadvantaged group.</li> </ul>

	<ul style="list-style-type: none"> <li>The ‘Gap’ between the disadvantaged group and non-disadvantaged is at a minimum and less than the national average.</li> </ul>
Improved Maths attainment for disadvantaged pupils by the end of KS2.	<ul style="list-style-type: none"> <li>There is at least good progress for the disadvantaged group.</li> <li>The ‘Gap’ between the disadvantaged group and non-disadvantaged is at a minimum and less than the national average.</li> </ul>
That Gaps have been closed for disadvantaged pupils whose education was disrupted during lockdown and the pandemic.	<ul style="list-style-type: none"> <li>There is at least good progress for the disadvantaged group.</li> <li>The ‘Gap’ between the disadvantaged group and non-disadvantaged is at a minimum and less than the national average.</li> </ul>
Disadvantaged pupils feel supported in their wider curriculum opportunities.	<ul style="list-style-type: none"> <li>Soft data via pupil voice, parents and teacher feedback</li> <li>Disadvantaged pupils have access to enrichment activities and feel supported in their enrichment pursuits.</li> </ul>
Disadvantaged pupils have a stronger understanding of themselves within the local community and the wider world.	<ul style="list-style-type: none"> <li>Soft data via pupil voice, parents and teacher feedback</li> <li>Disadvantaged pupils can talk about themselves in the context of the wider world and their local community</li> </ul>
Improved attendance for our disadvantaged pupils.	<ul style="list-style-type: none"> <li>Attendance monitoring data shows that the gap in absence rates between disadvantaged and non-disadvantaged pupils has narrowed.</li> <li>Improved attendance for specific pupils</li> </ul>

## 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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Teaching with resources to facilitate this – Read, Write , Inc	Ofsted report highlighting that our Phonics resources looked tired, therefore invested in Read, Write, Inc as a SSP scheme and need to keep adding to this (£3K).	1
Training for staff in phonics to ensure that we have a proficient and knowledgeable teaching team, alongside a robust Phonics curriculum.	Staff will need up-to-date and on-going training in using the new resources.	1
Continue to review and extend the RfU (Reading for understanding) approach to Reading in school to develop the desired level of understanding	RfU is becoming embedded throughout our school. We haven't purchased the AR (accelerated reader) programme, but have sought support from another MAT school who endorses this approach and have evidence of its benefit.  What we have seen since we implemented this is that levels of understanding have increased, particularly for disadvantaged children.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a>	1,3
Investigate the purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	3,4,5
Monitor attendance and support and	Children who attend school regularly are less likely to miss chunks of learning and have a much better understanding and retention – level of engagement	7

challenge individual pupils and their families		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the NTP (National Tutoring programme) to provide a blend of tuition and mentoring for specific pupils whose education has been most impacted by the pandemic. A significant proportion of these will be disadvantaged.  Tutoring 1:1 or small groups (by ZM)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  Offers a unique and individualized learning experience. Increases good study habits. Improves academic performance, retention, and personal growth. Encourages higher level of thinking. Improves self-esteem. Helps you become an independent learner. Puts you in charge of your own learning process.	1,2,3,4,5
Power of 1 and 2 Maths intervention – targeted 1:1 support	TA support, following a specific programme (work book) – aimed at individual children, consolidating their learning and plugging gaps	4
Fresh Start intervention – targeted 1:1 support	TA support (1:1 work – JB), following a specific programme	3
Read, Write Inc. intervention – targeted 1:1 support	TA support (1:1 work – GS,LB,AK), following a specific programme	3
Year 6 Booster programme for selected children during the Spring/Summer term (small groups for Maths and English after school)	Extending the learning from the classroom to give that 'extra' support using adults who are familiar with the pupils and their abilities. – after school provision X2 weekly 45 min sessions, for blocks of 6 weeks – targeting specific pupils (LC,LB)	2,3,4,5

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

**Budgeted cost: £12,000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Continue to give support to pupils on a 1:1 basis via ELSA / DESTY	Some pupils need a 'time to talk' due to things impacting on their lives outside of school. This allows them this opportunity and provides an outlet for their emotional needs that are being met.	6
Purchase of 'small resources' that help pupils to focus during learning time	Creating a box of loaned fidget toys for specific and targeted pupils to access in school as we are aware that we have non-disadvantaged pupils who bring in their own	6,7,8
Continue to fund enrichment activities (such as Rocksteady) and use funds to provide additional enrichment activities for all pupils	Disadvantaged pupils are not set apart from their non-disadvantaged peers as they are able to pursue an interest, learn a new skill, participate in an activity that develops their love of learning beyond the curriculum.	6,7,8,9
Support pupils and their families in the participation of enrichment activities related to our curriculum by part funding trips	Disadvantaged pupils are not set apart from their non-disadvantaged peers as they are able to participate in an activity that develops their love of learning extending the curriculum.	6,7,8,9
Fund 'specific projects' for pupils and their families to support them with feeling part of a community.	E.g. the purchasing of uniform and bookbags for a family with specific need.	All

**Total budgeted cost: £ 48,000**

## **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 2022 to 2023 academic year.

Please see the reviewed PPG strategy for 2022-23 on the school website.

### **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>

### **Service pupil premium funding (optional)**

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

*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.*