

Mawsley Community Primary School: Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | Mawsley CP School |
| Number of pupils in school | 287 |
| Proportion (%) of pupil premium eligible pupils | 13.6% |
| Academic year/years that our current pupil premium strategy plan covers | 2022 – 2023 2023 - 2024 2024 – 2025 |
| Date this statement was published | 31.12.2024 |
| Date on which it will be reviewed | 31.12.2025 |
| Statement authorised by | Michelle Harris |
| Pupil premium lead | Andrea Cox |
| Governor / Trustee lead | Daniel Glenn Naomi Nanor |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation for financial year 2024-2025 | £58,830 |
| Recovery premium funding allocation this academic year | |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this financial year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 58,830 |

Part A: Pupil premium strategy plan

Statement of intent

Mawsley is a happy and welcoming school where dedicated staff challenge all children to achieve their personal best. Leaders strive for all pupils to be kind, be brave and be themselves, pupils certainly are.

We are a one and a half form entry primary school in a beautiful village near Kettering. Deprivation levels are relatively low and most pupils begin their journey at school with the skills required to access and enjoy learning in their reception year.

We have a compassionate approach towards engaging and supporting our children and their families, where building relationships is at the heart of all we do. There is a shared ambition among all staff that every child can and will achieve well academically and develop the personal and social skills necessary to become a positive global citizen.

Children eligible for the pupil premium at Mawsley Community Primary School have access to a rich learning environment, where they thrive and make good progress in all areas of the curriculum, achieving at least as well as their non-disadvantaged peers. This is achieved through a focus on:

- *High quality teaching for all*
- *Targeted academic support*
- *Social, emotional and practical support for children and their families*
- *Access for children to a full range of life-enriching experiences, in line with their peers*

The Education Endowment Foundation (EEF) guide to the Pupil Premium states: Good teaching is the most important lever schools have to improve outcomes for disadvantage pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split should not create an artificial separation from whole school teaching.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial closures to a greater extent than for other pupils. These findings are supported by national studies. In 2021 our overall whole school data showed an attainment gap of 8% in reading, 16% in writing, 27% in |

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| | maths and a combined gap of 27% across the whole school. This has resulted in knowledge gaps leading to pupils falling behind age-related expectations in reading, writing and maths. |
| 2 | Poor oral language and communication skills are evident in some pupils eligible for pupil premium. This puts these children at a disadvantage when expressing themselves both orally and in their written work, which affects their progress in writing. This adversely affects their confidence and consequently their attainment in both English and other subject areas where writing is required. |
| 3 | Development of understanding and fluency of core mathematical concepts, particularly acquiring number bonds and times table knowledge, is slower in some pupils eligible for pupil premium than for other pupils. This adversely affects progression in mathematical problem solving. |
| 4 | Several pupils who are eligible for pupil premium do not have access to additional learning materials and resources that other pupils do and have less access to enriching experiences than their non-disadvantaged peers. |
| 5 | Our attendance data 2020-21 indicates that attendance among disadvantaged pupils was 11% lower than for non-disadvantaged pupils. Current data suggests the gap is closing with 6.2% lower attendance for disadvantaged pupils in 2021 - 2022, however, we know we need to do more. Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils' progress. |
| 6 | The percentage of pupils eligible for pupil premium who move between homes due to parent separation or have no contact or inconsistent contact with a parent, which causes disruption to home routine, including time and support to complete home learning tasks, and can cause social and emotional difficulties, is greater than it is for other pupils. |

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 |
|--|--|
| Improved reading and writing attainment for disadvantaged pupils at the end of KS1 & KS2. | KS2 reading and writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. |
| Improved maths attainment for disadvantaged pupils at the end of KS1 & KS2. expected standard by the end of each key stage will be in line with their peers. | KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. |

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| <p>Parents of pupils who are eligible for pupil premium engage with additional activities and opportunities provided for their children and pupils eligible for pupil premium will have access to a full range of enriching experiences in line with their peers.</p> | <p>There is no gap in participation registers of additional learning opportunity / activities provided for pupils in receipt of pupil premium and their peers.</p> |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>Sustained high attendance from 2024/25 demonstrated by: The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no lower than their peers.</p> |
| <p>Parents of pupils who are eligible for pupil premium will have their children's personal development and home learning tasks supported through additional online portals and additional opportunities for skill rehearsal within the school day and booster sessions. Pupils presenting with social and emotional difficulties will receive the pastoral support needed to enable them to continue to engage and progress in their academic studies.</p> | <p>Engagement and completion of home learning tasks to support academic progress by pupils who are eligible for pupil premium will be at least in line with other pupils. Well-being surveys of pupils eligible for pupil premium will be analysed and a timely response to be actioned if any concerns raised. Parents of pupils eligible for the pupil premium will be well supported by the family worker and pastoral team and will be signposted to relevant external support where this is needed.</p> |

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

Budgeted cost: £9,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Whole school approach to build pupils' understanding and application of vocabulary, including subject specific terminology to include:</p> <ul style="list-style-type: none"> - Daily vocabulary lessons using book talk in Reception - Whole class story time daily, using quality texts selected specifically for cohorts, pupils eligible for PP to have their own copy purchased to read along - Individual magpie book for use by pupils during lessons in phase 4 to record and then borrow great examples of writing to use as their own - Individual Write like Ninja resource for Phase 3 pupils to support vocabulary development in writing - Modelled comprehension with ambitious texts using whole class reading model in KS2 | <p>EEF report: Improving Literacy in Key Stage 1 (2020) recommends: Develop pupils' speaking and listening skills and wider understanding of language</p> <p>Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills</p> <p>Effectively implement a systematic phonics programme</p> <p>Teach pupils to use strategies for developing and monitoring their reading comprehension</p> <p>Teach pupils to use strategies for planning and monitoring their writing</p> <p>Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling</p> <p>Use high-quality information about pupils' current capabilities to select the best next steps for teaching</p> <p>The Education Endowment Foundation (EEF) Guidance Report: Preparing for Literacy (2018) recommends providing children with a rich language environment as well as directly extending children's vocabulary; carefully selecting high-frequency words for explicit teaching; developing the number of words children know (breadth) and their understanding of relationships between words and the contexts in which words can be used (depth); and providing multiple opportunities to hear and use new vocabulary.</p> <p>The Ofsted Framework 2019 states that vocabulary size is related to academic success, and that schooling is crucial for developing the breadth of children's vocabulary.</p> | <p>1. 2. 4.</p> |

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| <ul style="list-style-type: none"> - Use of RWI phonics programme to teach reading and early writing - Progressive spelling scheme implemented and CPD to embed consistent approach to delivery | | |
| <p>Whole school mastery approach to teaching maths, using Power Maths materials in Years 1 - 6</p> <p>Ongoing teacher development through work with local maths hub, CPD disseminated at regular intervals among wider school staff to support development of teaching and supporting maths</p> <p>Effective use and analysis of formative assessment to identify pre-requisite needs of learners to ensure learning moves forward</p> <p>Maths like a Ninja resource provided for phase 3 pupils</p> | <p>Longitudinal studies by NCTEM advocate the development of reasoning through a mastery approach.</p> <p>EEF guide to pupil premium states that ‘good teaching is the most important lever that schools have to improve outcomes for disadvantaged pupils.’</p> <p>The Teacher Development Trust conducted an international review into effective professional development for teachers. According to the review, to be effective in producing profound, lasting change, professional development interventions should be prolonged.</p> <p>EEF report, Improving Mathematics in the Early Years and KS1 (2020) recommends ensuring that teaching builds on what children already know.</p> <p>Advocates for pre-assessment such as (Hockett & Doubet, 2014) claim pre-assessments provide essential data about the knowledge, skills, and dispositions students bring to learning tasks. They stress that teachers need this information to plan appropriate and effective instructional activities.</p> | 3. |
| <p>Whole school writing model approach implemented and embedded through meetings between the lead planner in each phase and English lead in school, updated grammar training and in house grammar training for teaching staff.</p> | <p>EEF recommend that teachers should ‘introduce strategies to plan and monitor their writing using modelling and structured support until the child is capable of completing the activity independently.’</p> | 1. 2. |
| <p>Continued training for staff to ensure tasks for pupils consistently match their learning needs and ensure</p> | <p>EEF report: Teacher feedback to improve pupil learning (June 2021) identifies key points for teachers to support learning:</p> <ol style="list-style-type: none"> 1. Lay the foundations for effective feedback 2. Deliver appropriately timed feedback that focuses on moving learning forward | 1. 2. 3. 6. |

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| pupils make good progress; - High expectations across all subjects - Clear communication for pupils of how to improve their work | 3. Plan for how pupils will receive and use feedback 4. Carefully consider how to use purposeful, and time-efficient, written feedback 5. Carefully consider how to use purposeful verbal feedback | |
| On demand bespoke CPD for all staff through TT Education online webinar library. | The National College suggests' <i>Continuing professional development programmes not only help educators to keep pace with the current standards of others in the sector, but also ensures that school staff and teachers can deliver high-quality teaching and impact positively on pupil outcomes.</i> <i>CPD increases teacher motivation, confidence, and commitment to teaching; learning new skills and applying them in the classroom can lead to a more effective teaching environment.</i> | 1. 2. 3. 4. |
| Whole school participation in The Thinking Classroom Programme. | In 2017 Kings College London and the Philosophy Foundation conducted a study into the teaching of critical thinking skills in primary school classes of children aged 8-10. The study showed a 63% increase in successful use of critical thinking and metacognitive skills through philosophical enquiry over one term. | 1. 2. 3. 4. |

Targeted academic support

Budgeted cost: £26,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Class Achievement Plans (CAPs), which use the assess, plan, do, review cycle implemented and monitored for all pupils eligible for pupil premium to set half-termly targets in reading, writing and maths. All targets reviewed half-termly and provisions may include but not limited to; | Through the assess, plan, do, review cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach. | 1. 2. 3. |

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| <p>1:1 reading Explicit spelling teaching Phonics boosters Number bond/ times table practice time Personalised focussed marking Focus group work in lessons</p> | | |
| <p>1:1 pupil teacher conferences to take place half termly to; -Discuss the previous terms success -Set and agree next terms goals -Gather pupil voice -Carry out diagnostic assessments</p> | <p>Done effectively, pupil conferencing can be essential in allowing teachers a concentrated period of high-quality teaching time with individual children.</p> <p>During this period, teachers can discuss with their students not just their progress as regards their assessments, but their progress in learning itself.</p> <p>The value of teacher feedback in this setting can prove invaluable in helping children to summarise and judge their own shortcomings. It may even allow them the space to self-develop and determine, by themselves, the trajectory of their learning.</p> <p>It is especially useful with struggling students, as it can provide teacher and child with an opportunity to discuss the barriers that are preventing them from learning to the best of their ability.</p> | |
| <p>Bespoke interventions to diminish the difference in outcomes for pupils delivered by trained TA's and/or teachers in reading, writing and maths =1:1/small group teacher led tuition for selected pupils</p> | <p>EEF Guide to Pupil Premium highlights the positive benefit of 1:1 alongside quality whole class teaching.</p> <p>The EEF report Improving Literacy in KS1 (2020) states that schools should 'use high-quality structured interventions to help pupils who are struggling with their literacy'.</p> <p>The EEF report, Improving Literacy in KS2 (2017) advocates the promotion of fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling.</p> | <p>1. 2. 4. 6.</p> |
| <p>Individualised diagnostic online programmes; IXL, MyMaths, TT Rockstars to support mathematical development for pupils</p> | <p>A variety of approaches are needed to enable less experienced learners to make progress. Children's feedback regarding online maths resources is positive and their enthusiasm is high. EEF report Using Digital Technology to Improve Learning, states that, 'Technology has the potential to increase the quality and quantity of</p> | <p>3.</p> |

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| eligible for Pupil Premium | practice that pupils undertake, both inside and outside the classroom.' | |
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Wider strategies

Budgeted cost: £18,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Family Worker to provide support and guidance (including EHA if appropriate) to families and children (and those engaged with them) by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and enable pupils to achieve their full potential. | <p>Maslow's hierarchy of need identifies the need to tackle underlying emotional and social issues to enable a child to be ready to learn.</p> <p>The EHA is a simple way to help identify needs of children and families and make a plan to meet those needs. It is a shared tool, which is used by all agencies in Northamptonshire who are delivering early help. Its purpose is to provide a co-ordinated response so nobody misses the support they may need.</p> | 4. 5. 6. |
| Pupils eligible for Pupil Premium funding to be offered a range of enrichment opportunities in line with their peers. | <p>The School Mobility Commission published a report in 2016 where they looked at the importance of extra-curricular activities. The report states:</p> <p>'Ultimately, our report shows that a young person may miss out on some of the most valuable experiences in life – a chance to bond with others, aspire to learn more, and gain the soft skills so important to employers – simply because of their social background and where they grew up. It is time to level the playing field.'</p> | 4. |
| <p>Continued use of SOL Attendance system to track and incentivise children's improvement of school attendance and maintenance of good school attendance.</p> <p>Attendance team to meet weekly and respond quickly and systematically to support pupils and families where attendance falls.</p> | <p>Prior to partial school closures due to COVID-19, the average attendance of pupils eligible for pupils premium funding was rising.</p> <p>The children respond positively and feel incentivised when made aware that their attendance remains good and where their attendance is moving on an 'upward trend', suggested they value their attendance at school.</p> | 5. |

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| <p>Emotional Literacy Support Assistant (ELSA) and Family Support Worker (FSW) to work with and support pupils who require additional pastoral support whilst in school.</p> | <p>The government clearly identifies in 'Transforming Children and Young People's Mental Health Provision: a Green Paper (2017)' the importance of tackling underlying emotional issues in order to improve the life chances of pupils.</p> <p>EEF guidance report: Improving Social and Emotional Learning in Primary Schools (2019) recommends that Social and Emotional learning skills are taught explicitly.</p> | <p>6.</p> |
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Total budgeted cost: £ 53,000

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 2023 to 2024 academic year.

| Internal data | | | | | | | | | |
|-----------------------|---------------|--------|-------|---------------|-------------|-------|-------------|--------|-------|
| Year 1 (40) Pass rate | | | | | | | | | |
| PP (6) | | | | | Non PP (34) | | | | |
| 67% | | | | | 74% | | | | |
| Year | Reading ARE + | | + / - | Writing ARE + | | + / - | Maths ARE + | | + / - |
| | PP | Non PP | | PP | Non PP | | PP | Non PP | |
| 1 | 67% | 75% | | 67% | 72% | | 50% | 88% | |
| 2 | 43% | 67% | | 57% | 83% | | 29% | 71% | |
| 3 | 86% | 75% | | 14% | 65% | | 86% | 95% | |
| 4 | 100% | 94% | | 100% | 76% | | 100% | 97% | |
| 5 | 50% | 72% | | 13% | 47% | | 50% | 64% | |
| 6 | 50% | 88% | | 38% | 83% | | 63% | 95% | |

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-------------------------------------|----------------------|
| Accelerated Reader | Renaissance Learning |
| Assessing Primary Writing | No more Marking |
| Power Maths | Pearson Education |
| Rising Stars (PIRA/PUMA assessment) | Hodder Education |

Further information

In 2011-2012 the Government launched its Pupil Premium funding. This money is allocated to schools based on the number of pupils in the school who are eligible for Free School Meals. Mawsley Community Primary School is an average sized primary school with a below average percentage of pupils eligible for the pupil premium grant. The school uses the funding to assist eligible pupils in reaching their full potential, both academically and socially. The school recognises that there may be some socially disadvantaged children who do not qualify, or are not registered, for free school meals and Pupil Premium funding is also used to support these children. We encourage, promote high aspirations and ambitions for all our pupils, and recognise that pupils learn best alongside their peers. Predominantly through the execution of Quality First Teaching, we aim to encourage, extend pupils' passion, and thirst for knowledge, resulting in them realising their full potential. To promote inclusion, we use some of the pupil premium grant to invest in initiatives that improve outcomes for all children, including those eligible for the funding. Additionally, we target the individual needs of eligible pupils to ensure barriers to learning are removed. We are committed to ensuring that Pupil Premium Funding is spent to maximum effect.