

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Macaulay Primary Academy |
| Number of pupils in school | 458 |
| Proportion (%) of pupil premium eligible pupils | 42% (including FS) 48% (excluding FS) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2022 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Thomas Herrick |
| Pupil premium lead | Anna Herrick |
| Governor / Trustee lead | Michelle Baynham |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £224,615 |
| Recovery premium funding allocation this academic year | £24,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £248,615 |

Part A: Pupil premium strategy plan

Statement of intent

At Macaulay Primary Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

Macaulay currently has 40% of all children across the school receiving Pupil Premium funding. That number significantly increases to 48% when looking at KS1 and KS2 data only.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences and other enriching activities
- Ensure that the attendance of PP children is meeting/exceeding the expected national rate
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Social, emotional and mental health |
| 2 | Gaps in reading, writing, maths and phonics |
| 3 | Speech, language and communication |
| 4 | Attendance |
| 5 | Parental engagement |

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 |
|-------------------------------|--|
| Reading, Writing and Maths | Achieve outcomes in-line with, or above, national average by the end of KS2. Gaps between disadvantaged and advantaged will be diminished. |
| Phonics | Achieve at least 90% of pupils in Y1 pass the PSC. |
| Attendance | Ensure attendance of disadvantaged pupils is at least 96% |
| Pastoral Support for families | For all families/children who need to support to have this immediately and create links with further external agencies or links in school. |

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: £137,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Talk for Writing Training | Pupils make accelerated progress in writing. Pupils are at least in-line with all others pupils nationally Pupils confidence to articulate the written word and perform with confidence has improved | 2,3 |
| Cover supervisor employed to release curriculum leaders | This ensures that all middle leaders are given time to complete their subject's middle leader framework assignments | 2 |
| ELS Phonics CPD | Pupils make accelerated progress in phonics Pupils are at least in-line with all non-PP pupils nationally | 2, 3 |
| ECT trainees | Ensure that all ETCs have a mentor and mentor time. Support is given and observations are completed to ensure QFT | 2 |
| ECT mentor training | To ensure that the new trainee and ETC support and paperwork is in line with provider expectation. | 2 |
| Autism Training | Ensure all staff are trained in SEN quality first teaching | 2,3 |

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

Budgeted cost: £11,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| 1. Small-group intervention in reading | Summer 2020 – 2021 produced some great results for the PP children - many year groups closing the gap between | 2 |

| | | |
|--|--|---|
| 2. Small-group intervention in maths | PP and Non-PP and PP scores being improved. However, this was not evidence consistently across the school therefore interventions are to carry on at the high standard as before. | 2 |
| 3. Small-group intervention in writing | | 2 |
| 4. Small-group intervention in phonics | After analysing our summer in-house phonics score from last year we can confirm that there is still work to be done ensure that the PP scores match, if not exceed, the scores from the Non-pp children. Y1 – 79% of PP children passed their phonics assessment 85% of Non PP children passed their phonics assessment Y2 - 96% of PP children passed their phonics assessment 97% of Non PP children passed their phonics assessment | 2 |
| 5. Oracy interventions, 1:1, small group and whole class | When carrying out pupil voice for core and curriculum subjects we found that, although the children knew what they were talking about, they struggled to cohesively explain to other adults what they wanted to describe or expand on. We also have a speech and language specialist who continues to work with children who require extra S&L assistance. | 3 |

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

Budgeted cost: £65,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| 6. All pupils attend regularly and on time. | Summer term 2021 attendance figures suggest that there is still work to be done to raise the attendance rate of our PP children to match or exceed that of the non pp children. PP attendance Summer Term 94.6% Non-PP attendance Summer term 95.3% | 4 |
| 7. Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital. | Due to covid over the past 18 months we believe our children's wider curriculum experiences have been restricted. We feel that this needs to be a priority this year to counter-balance missed opportunities | 1 |

| | | |
|---|---|---|
| 8. Children have positive mental health and the ability to understand and manage their own emotions with increasing independence. | Staff have now been trained in the Thrive approach. This needs to be embedded in everyday life for all children at Macaulay | 1 |
| 9. Pastoral support for parents and families | 85 children have been on caseload since the start of this academic year, 43 non-PP and 42 PP. 49% of children receiving pastoral care are PP. The aim is to bring this down to 42% in line with the whole school % of PP children | 1 |

Total budgeted cost: £213,500

Recovery Premium spent: £24,215 (See Covid Catchup Statement)

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Key areas of impact

- Combine KS2 Greater Depth score for PP children is above the score of non-pp children
- Year 4 Summer term, we closed the attainment gap by 14% in reading between PP and non PP chn
- Year 1 Summer term, we closed the attainment gap by 13% in maths between PP and non PP chn
- Year 3 Summer term, we closed the attainment gap by 6% in maths between PP and non PP chn

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 |
|--------------------------|---|
| Thrive | Thethriveapproach.com |
| TT Rockstars | play.ttrockstars.com |
| Seesaw (online Platform) | https://web.seesaw.me |
| ELS | https://essentiallettersandsounds.org |
| Talk for Writing | Pie Corbett |
| Tapestry | Tapestryjournal.com |