

## 2022 - 2023 Pupil Premium Strategy Statement

Academy name	Macaulay Primary Academy
Number of pupils on roll	391
Proportion of disadvantaged pupils	37% (including FS pupils) 47% (only including KS1 and KS2)
Pupil premium allocation this academic year	£235,450
Publish date	September 2022
Review date	December 2022, April 2023, July 2023
Statement authorised by	Thomas Herrick
Pupil premium lead	Emma Attridge
AAB lead	Michelle Baynham

### Disadvantaged pupil progress scores for 2022

Measure	Score
Reading	4.2
Writing	3.4
Maths	4.2

### Disadvantaged pupil performance overview for 2022

Measure	Score			
% meeting combined expected standard in reading, writing and maths at KS2		PP	Non PP	All
	Reading	78%	90%	84%
	Writing	67%	80%	74%
	Maths	67%	90%	79%
	Combined	63%	80%	72%
% meeting combined high standard in reading, writing and maths at KS2		PP	Non PP	All
	Reading	22%	37%	30%
	Writing	0%	27%	14%

	Maths	22%	43%	33%
	Combined	0%	10%	5%
% passing Y1 phonics screening check		PP	Non PP	All
	Phonics	87%	86%	86%
% passing phonics screening check by end of Y2		PP	Non PP	All
	Phonics	83%	97%	90%

## Barrier

What are the barriers?	Why are they barriers?
Social, emotional and mental health	Pupils with mental health difficulties, both short term and long term, find it hard to self-regulate which impacts on learning.
Gaps in reading, writing, maths and phonics	Pupils are not working at age-related expectations or better. There are significant gaps due to the impact of lost schooling as a result of Covid-19
Speech, language and communication	Pupils become frustrated as they are unable to communicate clearly with peers and adults. Progress in writing and oracy skills are impacted as the gap widens between themselves and peers.
Attendance	Pupils miss significant chunks of learning. Gaps widen and progress is negatively impacted across the curriculum.
Wider opportunities	Pupils do not visit places of interest out of school or have the opportunity to perform. This has an impact on their knowledge and understanding of the world and their personal development.
Parental engagement	Parents unable to encourage and support learning.

## Targeted academic support for current academic year – every class has a detailed plan for all pupils in receipt of PP funding

Priority	Desired impact	Action	Staff Lead	Amount
1. Small-group intervention in reading	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally.	Children to be taken out of classroom in small groups to work on reading skills	PP Lead, Reading Lead,	£2100
2. Small-group intervention in	Pupils make accelerated	Children to be taken out of classroom in small groups to work	PP Lead,	£2100

maths	progress. Pupils are at least in-line with all other pupils nationally.	on maths skills	Maths Lead	
3. Small-group intervention in writing	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally.	Children to be taken out of classroom in small groups to work on writing skills	PP Lead, Writing Lead,	£2100
4. Small-group intervention in phonics	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally.	Children to be taken out of classroom in small groups to work on phonics	PP Lead, Phonic Lead, Reading Lead,	£600
5. Oracy interventions, 1:1, small groups and whole class	Early intervention and assessment of speech and language acquisition. Improved speech and language for pupils. Pupils speak to a wide range of audiences with confidence.	Implement robust speech and language programme using Launchpad for Literacy. Develop oracy in the wider curriculum. Develop debating in order to give pupils opportunities to speak to a range of audiences. Use speech therapy resources	PP Lead, HoA, Early years Lead, SENCo, Reading Lead,	£7000

### Wider strategies for current academic year linked to the development of cultural capital

Priority	Desired impact	Action	Staff Lead	Amount
6. All pupils attend regularly and on time.	Absence and PA are at least in-line with national averages. Pupils are at least in-line with others.	In school EWO and LA EWO support Rewards for good attendance and punctuality	HoA	£10,800
7. Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	Pupils have the opportunity to fulfil enriching activities, go on academic class trips which improve their confidence and aspiration.	Children to complete their 12 enrichment pledges throughout the year Take part in school visits Provide a variety of out of school clubs	Personal Development Lead, Extra Curriculum Lead	£12,000
8. Children have	Improved SEMH of	Thrive CPD	HoA	£800

positive mental health and the ability to understand and manage their own emotions with increasing independence.	all pupils. Instances of poor behaviour reduced. Exclusions decrease. Pastoral caseload decreases throughout the year	Resources for Thrive Whole-school Thrive approach adopted by all staff	Thrive practitioner	
9. Pastoral support for parents and families	Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home reading and learning tasks.	Providing pastoral support through Family Support Worker/Learning Mentor.	HoA, Wellbeing team	£39,000

### Teaching priorities to enable quality first teaching

Priority	Desired impact	Action	Staff Lead	Amount
10. Staff have the appropriate CPD to ensure Quality First Teaching.	All teaching staff, including early career teachers - ECT and RQTs - to be delivering high quality first teaching.	Dedicated NQT time Dedicated mentor time Rich training program across the curriculum and subject specific training	HoA, SLT, Subject leaders.	£100,750

**Other: £59,000**

**Total Spend: £234,500**

### Review:

Priority	Impact for Autumn Term		
1	Reading at ARE	Dec	
		PP	Non-PP
	Y1	69%	59%
	Y2	60%	65%
	Y3	73%	47%
	Y4	55%	51%
	Y5	48%	50%
	Y6	56%	43%

2	Maths at ARE	Dec																								
		PP	Non-PP																							
	Y1	69%	71%																							
	Y2	60%	69%																							
	Y3	82%	57%																							
	Y4	66%	51%																							
	Y5	61%	57%																							
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9	During Autumn 51% of children on pastoral case load were PP children.
10	Teachers received training; French, spelling, phonics Mentors and ECT all have their allotted mentor and trainee non-contact time. All teaching staff attended Delta REC training to prepare for teaching Autumn 1 & 2 curriculum.

Priority	Impact for Spring Term																																																							
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7	<p>41% of children attended out of school clubs were PP children in Summer term. Yr 5/6 children went on residential to Flamingo and the deep sleepover. All Year 5 children experience a day at a local secondary school.</p>																																																							

	<p>All year 4 children have been to York linking with their curriculum topic.</p> <p>All year 3 children have been to the farm linked with their book.</p> <p>All year 2 children have been to the seaside.</p> <p>All year 1 children have been to the Deep linked to their curriculum topic.</p>
8	<p>44% of children accessing Thrive room regularly are PP children. Children receive a bespoke program to move their learning needs forward. Designated adults working in the room to get to know the children well.</p> <p>Caseload has clear exit points for children who are successful in their programme.</p>
9	<p>During the Summer term 55% of children on pastoral regular caseload were PP children. This work links with the work in the Thrive room.</p>
10	<p>Teaching assistants have received training in Lexia, supporting deaf children.</p> <p>Teachers have received training in specific subject areas working alongside directors of learning, outdoor learning – how to use the outdoor environment across the school, guidance for middle leaders, using video within lesson to enhance learning, writing moderation and how to level writing correctly.</p> <p>Mentor and ECT all have their allotted mentor and trainee non-contact time.</p>