

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	427
Proportion (%) of pupil premium eligible pupils	36% (including FS) 45% (excluding FS)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2026
Statement authorised by	Thomas Herrick
Pupil premium lead	Emma Attridge
Governor / Trustee lead	Michelle Baynham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,073
Recovery premium funding allocation this academic year	£24,650
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	£256,723

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
- ✓ Meet the needs of the variety of SEND needs present in different cohorts
- ✓ 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 36% of all children across the school receiving Pupil Premium funding. That number significantly increases to 45% 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	Reading, writing, maths and phonics
3	Specific SEND needs (cohort dependent)
4	Attendance
5	Parental support and engagement
6	Access to the wider curriculum

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.
Wider Curriculum	Increase access for children to wider curriculum and extra curricular activities.

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: £103,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD delivering comprehensive curriculum across the academy	Ensure that spelling is taught in a comprehensive way with a little and often approach to increase writing standards	2
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
Thrive training	To ensure that as a school we have an embedded approach to improving the mental health and wellbeing of children and young people.	1, 3
SEND training	To ensure that the needs of individual children are met	3

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

Budgeted cost: £43,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Small-group intervention in reading	Summer 2023 produced some positive differences between PP and non-PP pupils - many year groups closing the gap between 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
2. Small-group intervention in maths		2
3. Small-group intervention in writing		2
4. Small-group intervention in phonics	After analysing 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 in year 1. Y1 – 87% of PP children passed their phonics assessment 94% of Non PP children passed their phonics assessment Y2 - 92% of PP children passed their phonics assessment 96% of Non PP children passed their phonics assessment	2
5. SEND interventions, 1:1, small group and specialist room with alternative provision	After analysing different cohort, we have discovered the needs for each group are very different. Some of these many need speech support, some many need support to develop physically, others many need a bespoke curriculum that is not at the same level as their peers. We will ensure these are in place to support and develop children with SEND.	3

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

Budgeted cost: £84,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
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6. All pupils attend regularly and on time.	Summer term 2023 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.	4
7. Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	Our children lack opportunities to experience the wider world. We believe that this needs to be a priority to counter-balance missed opportunities and provide children with context for their learning.	1
8. Children have positive mental health and the ability to understand and manage their own emotions with increasing independence.	Summer term 44% of children regularly accessing the Thrive room are PP children. Thrive approach to be embedded in everyday life for all children at Macaulay. Positive handling to become embedding developing an understanding of children's behaviours.	1
9. Pastoral support for parents and families	Summer 2023 - 55% 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: £232,073

Recovery Premium spent: £24,650

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.

Key areas of impact

- KS2 combined attainment for PP children is 67%, up 3.7% on the previous year.
- In Year 1 phonics for PP children is 87%
- In Year 2 phonics for PP children is 94%
- Nearly half of the children accessing Thrive support and a bespoke programme for development were PP children.
- PP children across the school had access to visits to deepen their understanding.
- Access to the wider curriculum increased so over 50% of all children who attended an afterschool club were PP.

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
Reading plus	www.readingplus.com
Accelerated Reader	www.renaissance.com